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ABSTRACT

The lessons are intended for teenage and adult students. Focus is on placement of the tongue, jaw, lips, any movements involved, and whether the sound is whispered (voiced) or spoken (voiceless). Consonants are taught in pairs so students realize the distinctions necessary to avoid misunderstandings. Lessons include (1) final consonants, (2) plural markers and third person singular, (3) distinctions between /l/ and /r/, (4) production of /n/, /s/, /sh/, /zh/, /tsh/, /dzh/, /f/, /v/, /w/, voiceless /th/, voiced /th/, /st/, /str/, and (5) vowel overviews. Exercises focus on listening exercises, spelling, and repetition. (JK)

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Pronunciation Lessons for Teachers of Classes of Adults of Mainly South East Asian Origin at Near-Beginning to Intermediate Levels of English as a Second Language

December 1, 1980 Draft
including revisions sheet

by: Tove Anne Eriksen
Toronto, Ontario

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Pronunciation Lessons for Teachers of Classes of Adults of Mainly South East Asian Origin at Near-Beginning to Intermediate Levels of English as a Second Language

by: Tove Anne Eriksen December 1, 1980

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INTRODUCTION

Joseph Conrad, author of Heart of Darkness, is very proficient in writing English, but when he speaks English, which is his second language, he can barely make himself understood. Henry Kissinger's case is less severe, but it also shows that even some of the cleverest adult language learners find one thing almost impossible to master, namely pronunciation.

Before a certain age, babies around the world are likely to gurgle every humanly possible sound, but before they are a few months old, they have already limited their sounds to those of their language environment. It is therefore an exceptionally long time since adult learners of a second language have tried to do anything with their speech apparatus that is not a part of their native language.

Many professionals who study and write on methods of teaching second languages concur that while children can acquire by immersion, adults often cannot do without clearly expressed rules and instructions. Pronunciation is no exception. These lessons have been tried at Ontario Welcome House English classes over the past summer with five different classes of adults, at the second level from the beginners. Using diagrams, blackboard demonstrations and hand signals interspersed with class repetition has had very good results, but there have always been several students in each class who, when approached individually have been unable to produce the sound. Continued repetition has only frustrated them, in spite of great care being taken by the teacher not to make them anxious. What has had nearly 100% success with such students, however, has been to call attention to a diagram or a point covered in class or personal demonstration or mentioning that the lips have to be opened again after saying an "m" or the sound will not be heard by English speakers. With this method,* taking great care not to be overbearing, the teacher has found students are able to produce sound combinations that are completely new to them. They just need to focus their attention on how it is done.

It has been noticed in pronunciation classes that learners can sometimes produce a sound clearly before being able to hear it distinctly enough not to cause misunderstanding. For this reason, a substantial part of every lesson is the listening exercise, both to give actual practice in listening for distinctions that occur in English , and to make each student recognize where attention must be focused.

If you give your students the tools at an early stage, you give them a clear advantage over Henry Kissinger and Joseph Conrad. Unlearning bad habits is more difficult than learning something the right way in the beginning, and though we do not esthetically object to foreign accents, we do find them objectionable when they make the speaker incomprehensible. Furthermore, a beginning student who is given pronunciation lessons has an important block removed in understanding the other lessons being dealt with by the teacher. The student's hearing and understanding becomes much more reliable.

* OF DIVERTING THE STUDENT WITH SEVERAL TECHNIQUES

INTENDED USERS OF THESE PRONUNCIATION LESSONS

Teachers - need not have studied linguistics

Students - need not understand instructions beyond "This is" "Look at this" "Look at me" and words like "front", "back", and "nose, lips, tongue, mouth, voice" all of which can be demonstrated.

Setting - classroom, with blackboard and flipchart

Age group - teens and adults

Background - of primary importance to South East Asians, though not detrimental to those of other backgrounds, as they will gain specific awareness of sound articulation, which is easily extended to other sounds that are new to them.

Materials required - blackboard, flipchart, tape or pins, coloured pencils

Preparation - reading over the lesson, photocopying listening exercises (when written exercises used), colouring in diagrams. It should be noted that these diagrams need to be as clear as possible. In order for the white teeth to be seen, the background may be coloured in. The rest of the face should be lightly coloured in, and the part of the tongue that is closest to the roof of the mouth or between the teeth (that is, the "point of articulation") should be coloured in a bit heavier for focus.

Follow-up during other lessons - diagrams can be posted and students can be referred to them as errors occur.

USING THE LESSONS

Students should not write during the lesson, they should look at how you form the sounds. However, you may write on the board to demonstrate the spelling of the sound, because they are usually very curious about the sound-spelling relationship. To distinguish the sound system from the spelling system of English, slash brackets are used to denote sounds. If you draw a set of slash brackets on the board with an ear inside them, and say that spelling and sound are different, you can underline the letters in a written word that have the sound you are focusing on, and put the sound symbol underneath or beside within slash brackets.

Further to writing systems, it should be noted that Vietnamese uses the Roman alphabet, but some of the letters represent vastly different sounds, e.g. Vietnamese "d" gives the sound of "th" in "the", and their "c" can be pronounced as our "t", "k", or even "p".

Concerning sound systems, Vietnamese articulation often involves curling the tongue upward to say a /d/ or /t/ or /s/, giving it a slightly different quality, and making the preceding vowel sound like it is being followed by an /r/.

As a teacher, what you will need more than anything else is patience, understanding and respect, and these are best reinforced by occasionally trying to learn items in your students' sound systems. The writer has spent a half hour trying to produce the name "Tran" with a retroflex (curled) /t/.

Teaching production of the sound:

Focus the students' attention on the placement of the tongue, jaw, lips, any movement involved, and whether the sound is whispered or spoken, that is to say in phonemic terms, voiced or voiceless. In English, /s/, /p/, /t/, /k/, /f/ and /θ/ (i.e. "th" as in "thing") are voiceless, and /š/, /b/, /d/, /g/, /v/ and /ð/ (i.e. "th" as in "this") are voiced.

Before a voiced consonant, the vowel is a bit longer than before voiceless consonants. The whole word, however, is the same length in time. Note the difference between "ice" and "eyes", "docks" and "dogs". Exaggerate this a little, and call students' attention to the matter by pointing to the vowel, telling them to look at it and listen for it, saying "dock" and "dog", and asking them if they are the same.

Teaching the production of sentences:

Point out linking. Learn to say the sentences slowly while still linking the words naturally. Here's how to draw attention to this point:

Write the sentence on the board: "That's a hard apple." Now hold a piece of paper over the first "s" and say "That". Then hold the paper over the "That" and say "sa". Cover the "d" of "hard" and say "har". Finally, hold the paper over the "har" and conclude with "dapple". Say the sentence again several times and have students repeat as you cover appropriate parts. "That sa har dapple."

Point out intonation. English has two basic patterns:

statement; wh question:

That's a hard apple.
Where did you get it?

Yes/no question; uncertainty; attention holder:

Is that a hard apple?

To point out the intonation, you may draw lines on the board, or move your hand as you speak. Remember these two patterns are the major ones, and the study of intonation can be covered at length in later lessons.

Reciting Minimal Pairs

Remember that many of your students attach meaning to tone. You should therefore say two words that are contrasted by one segment with the same intonation, so that the contrast is clear.

Stressed and Unstressed Syllables:

In stressed syllables, the spoken sound is given its full pronunciation. In unstressed syllables, it is usually pronounced as the sound in the first and third syllables in the word "photography", which we write phonemically: /fətagrəfi/.

In conclusion, it should be said that these lessons are a beginning. They have been produced to fill the need for South East Asians to learn our consonants and get a brief overview of our vowel system at the end. Consonants are taught in pairs because the most important thing for the students to realize is that the distinctions are necessary in order not to misunderstand or to be misunderstood. Try not to get involved in meanings of words during pronunciation lessons, but let the students know that all the words given do have separate meanings, and that is why they should be careful to distinguish between words like "collect" and "correct".

For further lessons, Joan Morley's are recommended: Improving Spoken English, by Joan Morley, University of Michigan Press, 1979. This book has approximately 20 lessons on stress, intonation and related areas, and about 20 lessons on vowels. Joan Morley's book, however, is aimed at more advanced students who have deeply ingrained errors inpronunciation. It is more difficult to correct something wrongly learned than it is to learn something right at the beginning. By starting your students on pronunciation lessons early, you will be giving them an advantage in learning to hear and speak English.

I have written up these lessons in the sincere hope that more beginning ESL students of South East Asian background will be given early assistance, as well as some tools for the future. Your comments, especially constructive one, would be appreciated. My home address is: Apartment 2108, 100 Spadina Road, Toronto, Ontario, M5R 2T7. Home Telephone: 921-8859. Office: 965-9268.

Anne Eriksen

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REVISIONS TO DECEMBER 1, 1980 COPY OF PRONUNCIATION LESSONS

In the class - Introduction

In introducing your lessons, you may need to tell your students:

"Now it is time to listen and to speak. Please don't write."

In the class - Class Repetition

As part of the class repetition, make sure the class repeats all the words on the listening test, prior to being handed the sheets or at least prior to being given the "test".

Advance Preparation

You may wish to identify the sounds being focused on like this:

	/sh/	/s/
1.	clash	class
2.	lash	lass

OR

1. /p/	tap	tab	/b/
2. /p/	lope	lobe	/b/
3. /t/	bat	bad	/d/
4. /t/	but	bud	/d/
5. /k/	knock	nog	/g/
6. /k/	luck	lug	/g/

(Thanks to Paul Cheong for this suggestion)

Further Listening Exercises

The Nidsen and Nidsen, Pronunciation Contrasts in English, has good exercises for most listening and speaking constrasts, including a list of which language backgrounds have difficulties with each particular distinction. DOMINIE PRESS, 55 NUGGETT AVE, AGINCOURT M1S 3A1

If you have any revisions or techniques you would pass on, they would be considered for inclusion in future lessons.

Anne Erikson

PRONUNCIATION LESSON #1 - PREPARATORY READING

SEGMENTS: /p/ /b/
/t/ /d/
/k/ /g/

FOCUS: Getting students to make clear distinctions between these consonants at the ends of syllables, in listening and in speaking.

Introducing the concept of voiced and voiceless consonants.

REASON: South East Asians do not generally "explode" consonants at the ends of syllables. This makes is very difficult for English speakers to hear them. Much practice is needed to attain the happy medium between not releasing the final consonant and, at the other extreme, releasing it with a vowel sound after it.

The concept of voicing is useful in listening and speaking, and will be built upon in the next lesson.

ADVANCE PREPARATION: Photocopy listening exercises for everyone.

EQUIPMENT NEEDED: Blackboard and Flipchart, chalk and marking pen.

FINER POINTS F.Y.I.: Listen to the way you say a "p" at the beginning of a word and at the end of a word. It is not quite the same. Now say it with an "s" in front of it, and it will be different again. In Vietnamese, the "p" never sounds like the one we put at the beginning of a syllable, and where it appears at the end, it is almost inaudible for us.

In normal speech, "t"'s often become transformed to "d" sounds, or even shorter sounds called "flaps" in phonetics. You may wish to point this out at a later time, but for now, the focus should be kept simple.

Be aware that vowel sounds are longer before voiced consonants and exaggerate this a little.

PRONUNCIATION LESSON #1 - IN THE CLASS

Introduction:

Write on the board one at a time:

p	b
t	d
k	g

As you write each letter, ask students "what's this?" and if they say, for example, "pee", say "yes, the letter is 'pee', and the sound is (whisper) 'puh'. Continue like this by whispering the first column and saying the second column aloud: "puh, buh, tuh, duh, kuh, guh", to show the difference between "voiced" and "voiceless" consonants. You may put your hand to your voice-box to show when you are voicing a sound.

Spelling of Sound:

Write on the board: dock Cross out the sile "c"
Have class repeat "dock".
Rub out "ck" and substitute "g". Have class repeat "dog"

Do the same with luck and rack.

Now do tap, cross out "p" and substitute "b".
Then do "but" and cross out the "t" and substitute "d".

Ask the students to listen to these words in pairs. Be careful to use the same tone for each word, as tone is part of pronunciation in Vietnamese and Chinese. Have them listen for the final consonant, and hear the difference.

Now point to the vowel in a pair or words, like "but, bud", and ask if it is the same, exactly. The vowel in "bud" is a little longer than the vowel in "but", usually. Use a hand signal to express longer vowels as you exaggerate the sound just a little, in the words you have been using. You may use a symbol (⊢—⊣) on the board to indicate it.

To recap:

dock	dog
tap	tab
but	bud

Many languages do not make this distinction in vowel length in this particular instance.

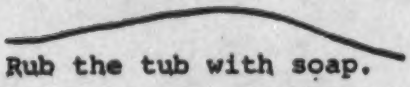
PRONUNCIATION LESSON #1

Class Repetition:

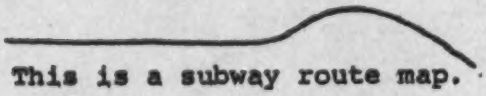
Have the entire class repeat the words on the listening exercise.

Follow this by having class repeat short sentences, using normal juncture (joining of words) and intonation (sentence melody). For statements, the tone pattern in English lifts up above the normal level and down below the normal level at the end of a sentence. You may wish to point this out by moving your hand as you speak, imitating the marked guides accompanying the sentences below.

Hot food is good in winter.



Rub the tub with soap.



This is a subway route map.

Good luck!

The dog is on the dock.

If sentences are too long to be repeated in full the first time, start with the last word or phrase, and build up backwards. That way you are not as likely to lose the intonation pattern.

PRONUNCIATION LESSON #1 - IN THE CLASS

Listening Exercise:

1. Distribute one copy of the attached sheet to each student.

2. Demonstrate that you will read one word for each number, and that students must circle the one that they hear.

   Make sure each student understands what is required by having one member of the class come up to the board and do a trial run of three items, e.g.

   1. route rude
   2. knock nog
   3. dog dock

3. Set a flipchart in front of the class facing you, but not obstructing the students' view of your face. You will write the answers on the flipchart as you recite, and at the end, allow students to mark their own papers. This is a way of letting them know what to concentrate on in their listening.

   Read as follows: "Number one, tap.....Look at me, tap.

   Do this for each one. The consequences of not saying "Look at me" before the repetition is that students ask for more repetitions, so that they can see your lips.

4. While students are marking their own papers, go among them and ask them to repeat the six words in point (2) above, and gently coach them.

1.	tap	tab
2.	lope	lobe
3.	cup	cub
4.	bat	bad
5.	moat	mode
6.	but	bud
7.	lout	loud
8.	route	rude
9.	knock	nog
10.	luck	lug
11.	rack	rag

* * * end of lesson * * *

L I S T E N I N G E X E R C I S E

Name: _____

Date: _____

1.	tap	tab
2.	lope	lobe
3.	cup	cub
4.	bat	bad
5.	moat	mode
6.	but	bud
7.	lout	loud
8.	route	rude
9.	knock	nog
10.	luck	lug
11.	rack	rag

PRONUNCIATION LESSON #2 - PREPARATORY READING

SEGMENTS: /s/ /z/

FOCUS:
1. How to produce the sounds. Method for /s/ is repetition. Method for /z/ is repetition plus demonstration and use of the notion of voicing. The same diagram applies to both.
Where to use the sounds as plural and third person singular verb marker: After a voiced consonant use /z/ and after a voiceless consonant use /s/.

2. The sound system does not always relate directly to the written system.

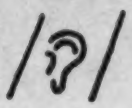
REASON: This lesson follows logically on from the first one, and by the end of it students will have the satisfaction of being able to predict where to use which sound.

ADVANCE PREPARATION: Colour in the diagrams as suggested in introduction.
Study the hand demonstration at the beginning of the lesson, for how to produce /z/.

EQUIPMENT NEEDED: Blackboard and chalk, pins or tape to hold up diagram.

FINER POINTS F.Y.I.: Slash brackets, "/ /" denote phonemes. They are a general way of representing sounds. A more specific way is square brackets, "[ ]", but these are not suitable for this material, as they are for phonetic representation, which, though it is more informative, is considered too cumbersome for language learners, and not essential in order to be understood.

PRONUNCIATION LESSON #2 - IN THE CLASS



Introduction:

Write on the board: /s/ /z/

Whisper the first one and speak the second as a buzzing sound.

Above this, draw an ear inside large slash brackets, pointing to your own ear to show what it is. Tell the class that letters within the slash brackets show the way something sounds, the way you hear it.

How to say /s/ and /z/:

Diagram for both: point to features on diagram and your own face in turn, eliciting from class what you are pointing to: nose, lips, teeth, gum (the part just inside the teeth. No need to bother the class with the technical term, which is "alveolar ridge"). For both /s/ and /z/, the tongue tip is under the gum, and just behind the teeth. Say "sss and have class repeat, thinking about where they are placing their tongues. Now hold your hand at your vocal chords and say "zzz". A /z/ is only an /s/ that you "speak" through.

Spelling of Sound:

Write on the board: sip. Have class repeat. Erase the "s" and replace it with "z" and have class repeat "zip". Do the same with "seal". Write "face". Draw an ear in slash brackets. Underline the "c" and underneath it write /s/. Have the class repeat. Now write the following words, underlining the "s"'s and writing /z/ beside the ones with a "z" sound, as follows:

taps	tabs /z/
cups	cubs /z/
knocks	nogs /z/
docks	dogs /z/

How to say /s/ and /z/ - further demonstration:

To further focus attention on what is happening, you can hold one hand in a sort of 'c' shape and point to it with the other hand while hissing out "sss". Then say a long "UH" while wiggling the finger that is pointing, and move this finger through the "c" hand, changing the "sss" to "zzz" as the wiggling finger arrives at and passes through the other hand which represents the /s/. Try it! It works for my students.

PRONUNCIATION LESSON #2 - IN THE CLASS

Listening Exercise: - Acting Out

1. Sit in front of class. Repeat one sound several times, then stand up and repeat the other sound on your feet.
2. Say a few words, standing up for the /s/ and sitting down for the /z/. Make sure each sample word has only one of the sounds in focus. It's effective to whisper /s/ and speak /z/.
3. Get the class to repeat each word while standing up for /s/ and sitting down for /z/. Do it along with them at first, then remain seated and indicate with looks and facial expressions etc. which is the right move.

Samples

dogs docks backs picks pigs bags labs laps ribs
rips carts cards walks goes rides writes sees
buys bags

Explanation of where to place /S/ and /Z/ sounds:
Write on the board as follows:

/k/	/g/
/p/	/b/
/t/	/d/
/s/	/z/

Whisper the first column and "voice" the second. Review nouns ending in the /s/ and /z/ sound. Have class repeat.

Class repetition:
Hold up 1 finger for singular and 2 for plural. Have class repeat after you. After a while, the students will produce the right plural sound. Examples: rope, ropes; robe, robes; lap, laps; lab, labs; cap, caps; cab, cabs; bag, bags; league, leagues; leak, leaks.

Sentences including third person singular verb marker:

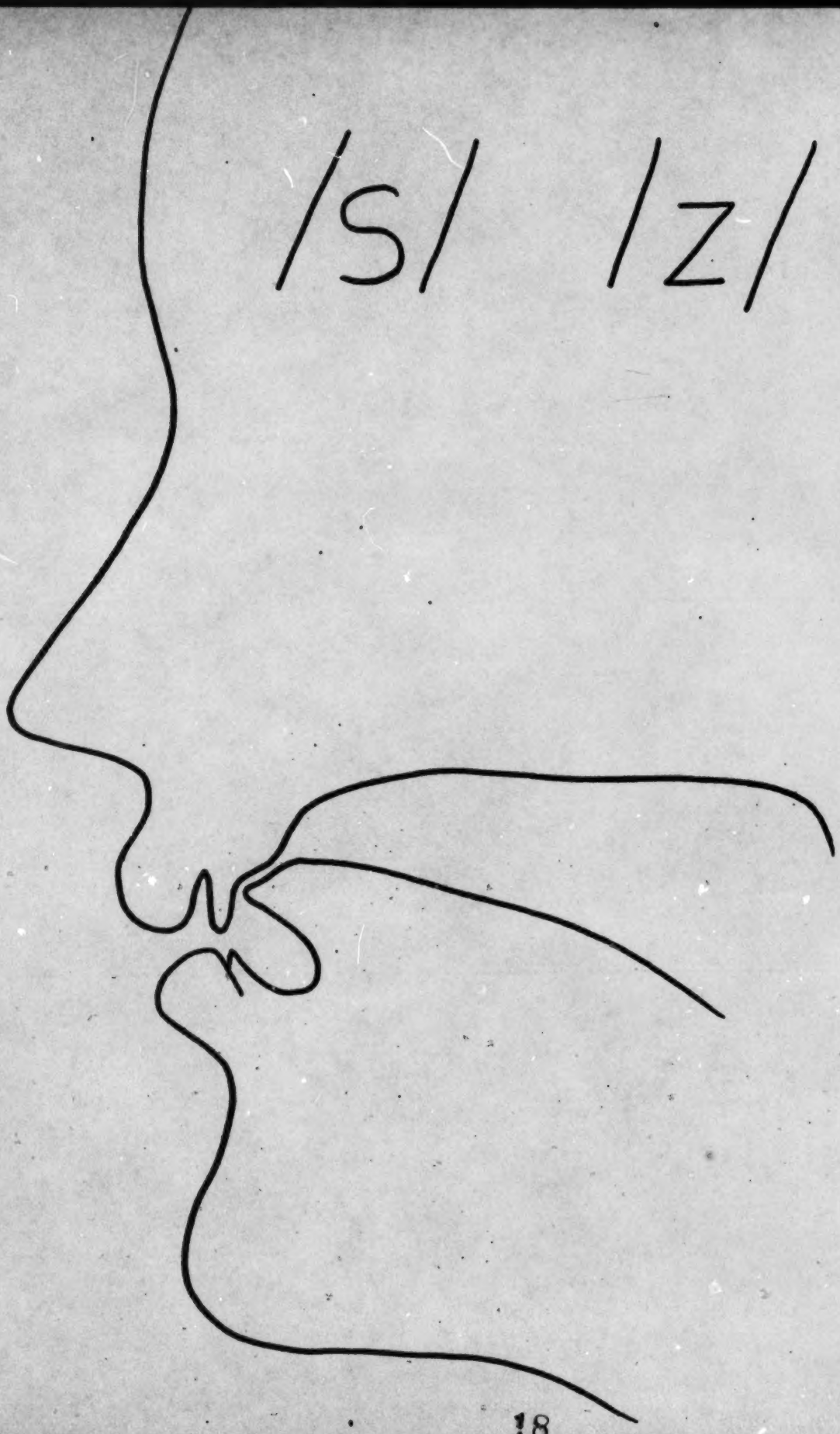
Write on board and have class repeat: (leave on the ear sign)

I read a book every day. We walk to work.
He reads a book every day. She walks to work.
/z/

He reads 3 books every month.
/z/ /s/

* * * end of lesson * * *

/s/ /z/



PRONUNCIATION LESSON #3 - PREPARATORY READING

SEGMENTS: /l/ /r/

FOCUS: Air/sound comes out on both sides of the tongue for /l/, i.e. the tongue does not touch the teeth at the sides.

Air/sound comes out over a central groove formed in the tongue for /r/ and the tongue touches the teeth at the sides.

REASON: South East Asians may be used to starting a syllable with /l/ and ending it with /r/, but to use these sounds elsewhere requires objectivity about tongue placement. Diagrams are therefore helpful.

ADVANCE PREPARATION: Photocopy listening exercises for everyone.

Colour in the attached diagrams, especially the roof of the mouth and the tongue (use pink - try to avoid bright red, as it looks somewhat grotesque). It is effective to colour in the background so that the teeth can be seen in contrast.

EQUIPMENT NEEDED: Blackboard and flipchart, chalk and marking pen, pins or tape to put up diagrams.

FINER POINTS F.Y.I.: We have two ways of saying /l/:

1) tongue touches the lower back part of the upper front teeth, similar to the position for "th", but slightly higher. This is one version of the "clear" /l/,

2) "dark" /l/, where the back of the tongue is raised, as in the vowel in "ball". (Polodiak - see next lesson)

Practice saying both /l/'s in initial, medial and final syllable position, and judge for yourself if it is worth teaching your students the distinction.

METHOD FOR INDIVIDUALIZATION To teach the dark /l/, have student say "aw", hold the sound and touch the tip of his tongue to the gum ridge producing "all", then adding a consonant, e.g. "b", resulting in "ball". Now work forward with the vowel sounds e.g. "bull, bell, bill."

PRONUNCIATION LESSON #3 - IN THE CLASS

INTRODUCTION

Write on board: l r — Say each sound.
or L R — Have class repeat.

DIAGRAMS

Put up pictures. Introduce each in the following way:
"This is the side view. This is the nose (point to nose on side diagram and own nose), these are the teeth (likewise) and this is the tongue (likewise) and this is the roof of the mouth (try to point to own roof of mouth. Try to be delicate or humourous about this, as many oriental people are shy about this.)"
"This is the front view. This is the tongue, these are the teeth and this is the roof of the mouth (again point each out on picture and own mouth)." Repeat /l/ and /r/ sounds as you point to pictures.

Enlarge on diagrams:
(Pointing to /r/ side view) "See the tongue is higher at the back."
(Pointing to /r/ front view) "See the tongue touches the teeth on both sides, at the back."

(Pointing to /l/ side view) "See the tongue touches the roof of the mouth just behind the teeth."
(Pointing to /l/ front view) "See the tongue does not touch the teeth."

REPETITION - whole class

limb	bowling	dial
rim	boring	dire

There is a light on the right.
It's a high load/road.
Collect/correct the papers.

LISTENING TEST - written

1. Pass out the listening exercises.
   Slowly and clearly read the number and the underlined word, and have students circle the one that they hear. Repeat. Meanwhile, write the word on a flipchart, facing away from students. Do this for all the words listed below.

2. Turn the flipchart around and let students mark their own papers. Meanwhile, go around and do one to one repetition, drawing attention again to the diagrams.

1.	lace	race
2.	law	raw
3.	load	road
4.	belated	berated
5.	glass	grass
6.	mole	more
7.	tile	tire
8.	mile	mire
9.	file	fire

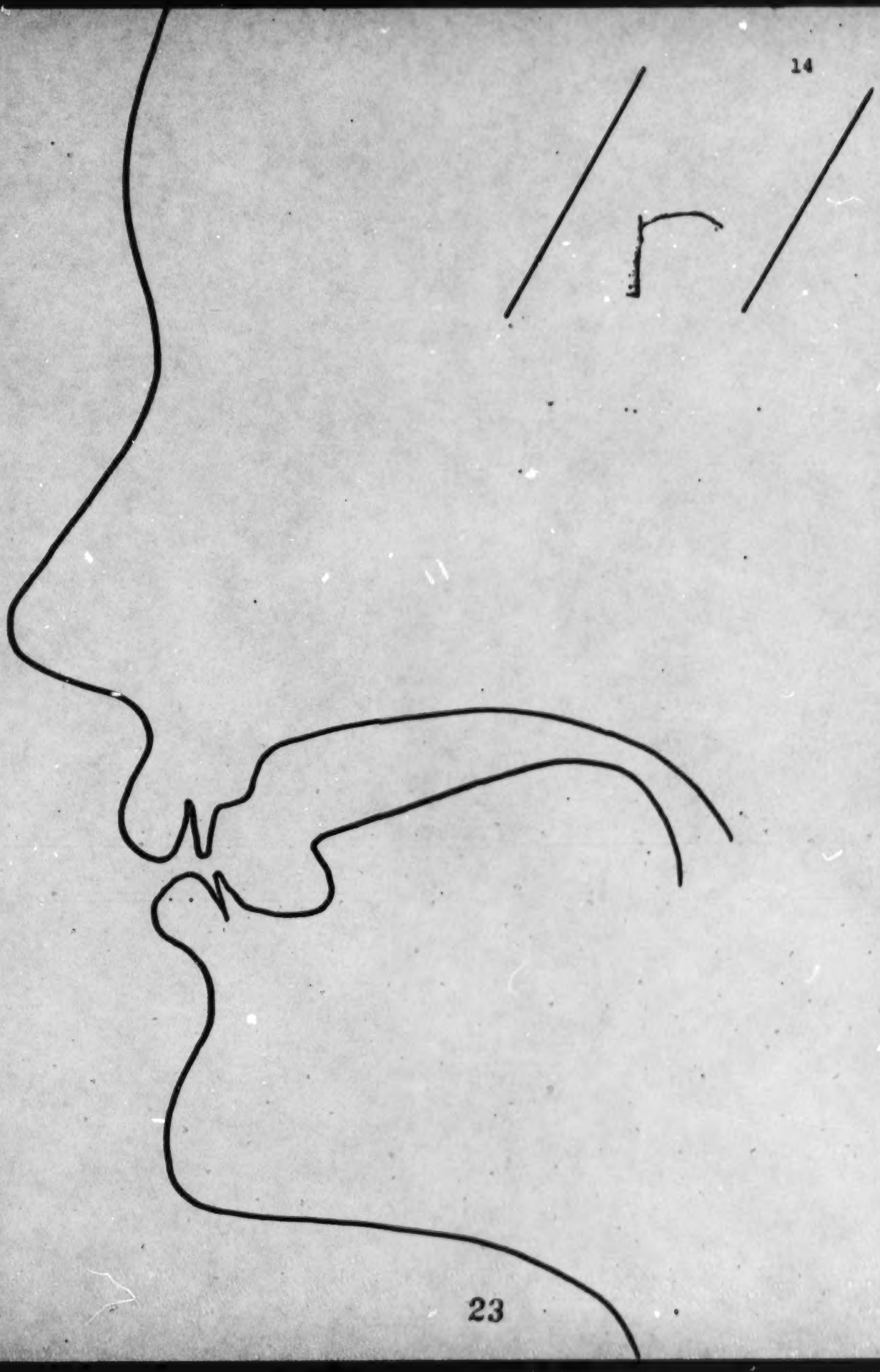
* * * end of lesson * * *

LISTENING EXERCISE

Name: _____

Date: _____

1.	LACE	RACE
2.	LAW	RAW
3.	LOAD	ROAD
4.	BELATED	BERATED
5.	GLASS	GRASS
6.	MOLE	MORE
7.	TILE	TIRE
8.	MILE	MIRE
9.	FILE	FIRE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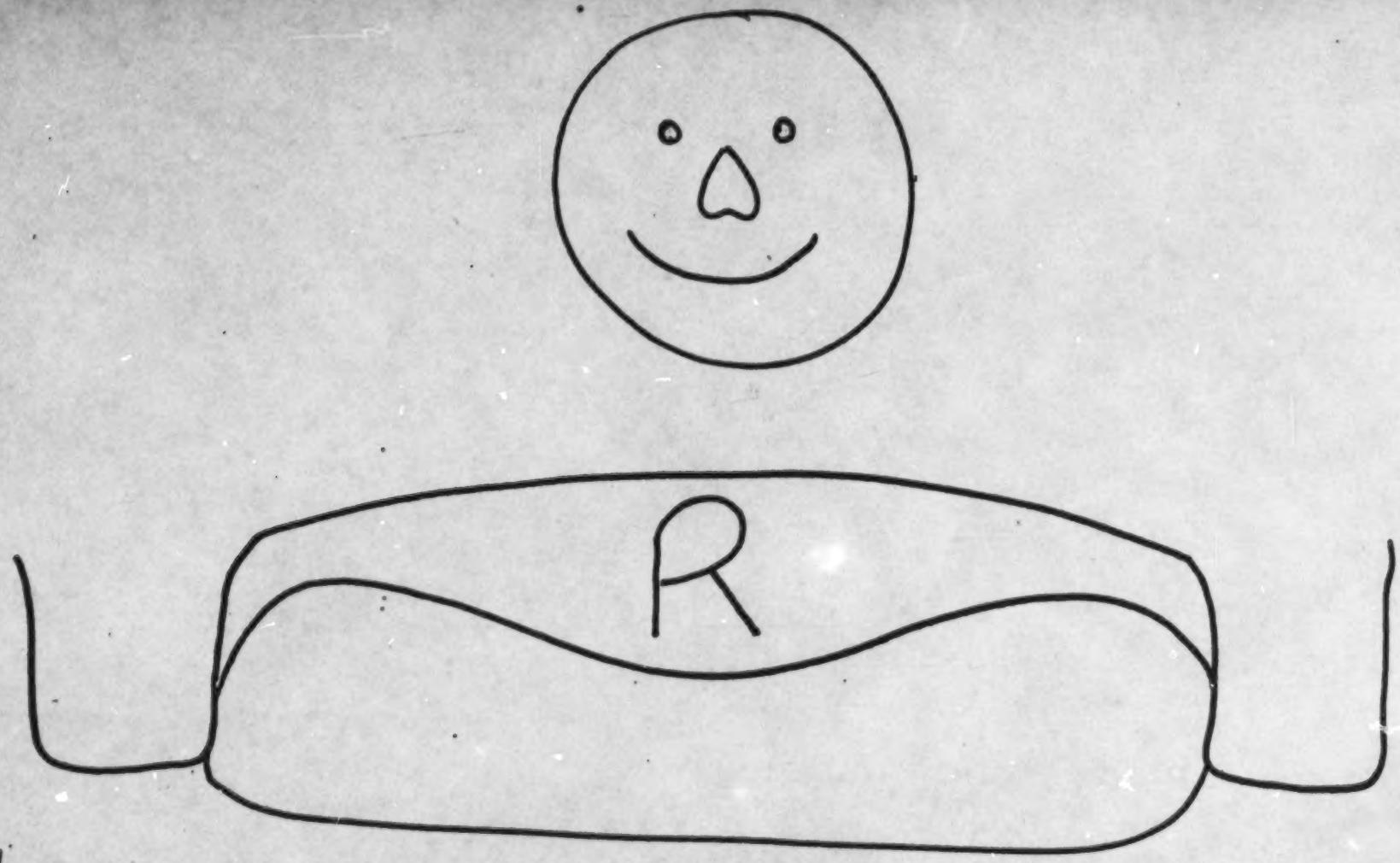

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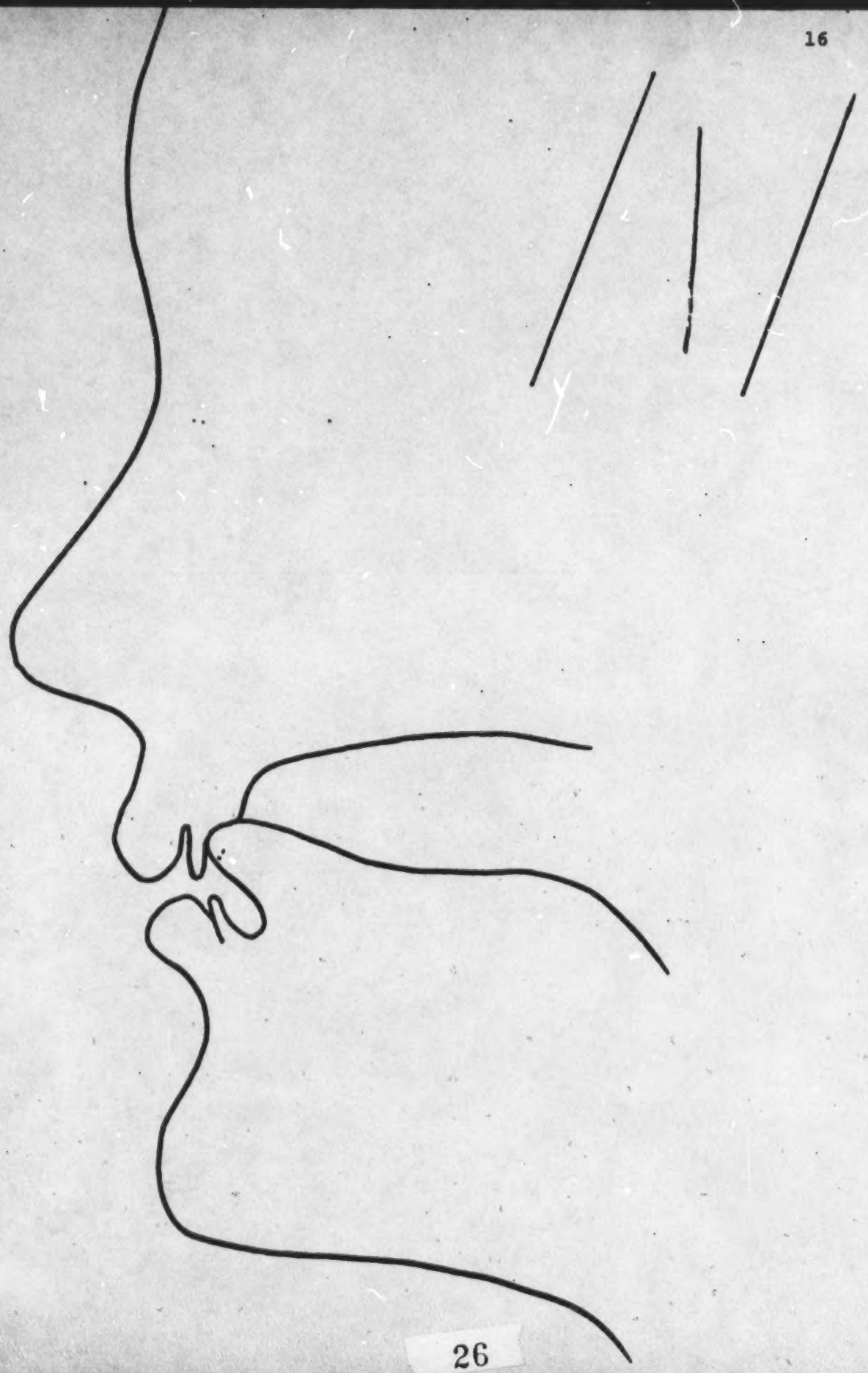

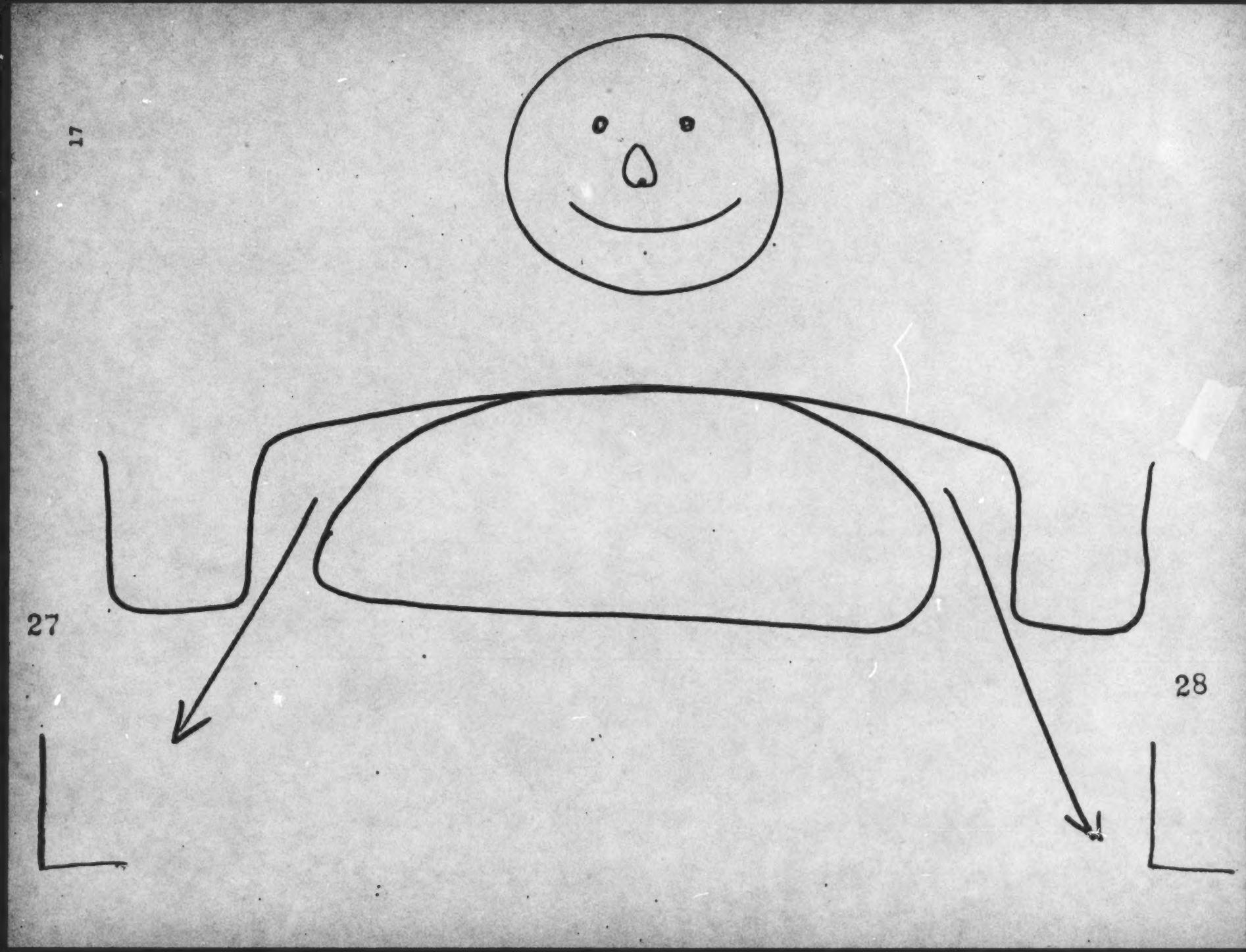
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PRONUNCIATION LESSON #4 - PREPARATORY READING

SEGMENTS: /l/

FOCUS:

1) vs. sounds used in its place by some students

e..g

/n/ /d/

2) Consonant clusters including /l/ and /r/: eliminating extra vowels or missed out consonants.

REASON: /l/ replaced by /n/: Sometimes the student can produce both sounds but simply needs to be reminded as to which one goes with which written symbol, because they are allophones of one sound (that is, the two sounds do not occur in the same environment) in the Chinese language.[1]

/l/ replaced by /d/: Some Mandarin speakers seem to be saying /d/ for /l/ because they pull the tongue in too quickly. Ask them to prolong holding the tongue tip behind the teeth. "llllow".[1]

ADVANCE PREPARATION: Photocopy listening exercises for everyone

Colour in diagrams. For the /n/ diagram it is especially important to have some contrast to show the vocal tract including the nasal passage. This area can be coloured in the same colour as the background. Alternately, the face can be coloured in, leaving the vocal and nasal tract blank.

EQUIPMENT NEEDED: Blackboard and Flipchart, chalk and marking pens.

Tape or pins to hold up diagrams.

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1. Podoliak, Esther Teaching English Pronunciation to Speakers of Chinese draft notes (Ministry of Culture and Recreation)

PRONUNCIATION LESSON #4 - IN THE CLASS

Introduction: Part 1

Write on the board one at a time, asking students to repeat after you. /l/ /d/ /n/

Go through diagrams as before for /l/. Then /d/. Then /n/. Point out the nasal passage,and the fact that tongue placement is the same for /d/ and /n/, except that for /n/ the air and the sound escapes through the nose.

Class repetition:

no, low, dough; well, when, wed; Nate, late, date;

not, lot, rot; name, lame, dame; seen, seal, seed;

pain, pail, paid; on, all, odd; moan, mole, mode.

"He was never late." "Lock the door."

Listening Exercise:

1. Distribute one copy of the attached list to each student.
2. Write on board: "1. lock, knock, dock." Ask a student to come up and help you. Say one of the words, and have him/her circle it. Thank him/her and proceed.
3. Set a flipchart in front of the class facing you, but off to one side so that the students can see your face. Write the number and word you are saying:

   "Number one, dough....Look at me, dough."

4. Turn the chart around at the end, and while students are marking their answers, take your diagrams and ask each student to repeat after you:
   "seen...seal...seed"and if they have difficulty,
   "on...all...odd" as these are easier to do for the /l/.
   Refer students to diagrams if problems persist, and model the sound slowly.

   1. dough 2. when 3. late 4. not 5. name 6. seed

   7. pail 8. all 9. mole

PRONUNCIATION LESSON #4 - IN THE CLASS

Introduction: Part 2

Write on the board: /p/ /b/ /t/ /d/ /k/ /g/ + /l/ /r/

Class repetition:

Have class repeat as you read the 6 columns downward

/pl/&/bl/	/pr/&/br/	/tl/&/dl/	/tr/&/dr/	/kl/&/gl/	/kr/&/gr/
Lee's	rice		rye	lass	ream
please	price	little	try	class	cream
Lou	red				ram
blue	bread	middle	dry	glass	gram

"I'm glad the grass is growing."
"On a clear day, we can see across the lake."
"Please bring me the blue pencil."
"It's a brown pram."
"I'd like to lose a little around the middle."
"Try to dry it."
"Cream, please."

Individualization:

Use the above examples, as time permits.

* * * end of lesson * * *

Follow-up:

Post the diagrams in the classroom so that you can refer students to them if they make future pronunciation errors.

LISTENING EXERCISE

Name: _____

Date: _____

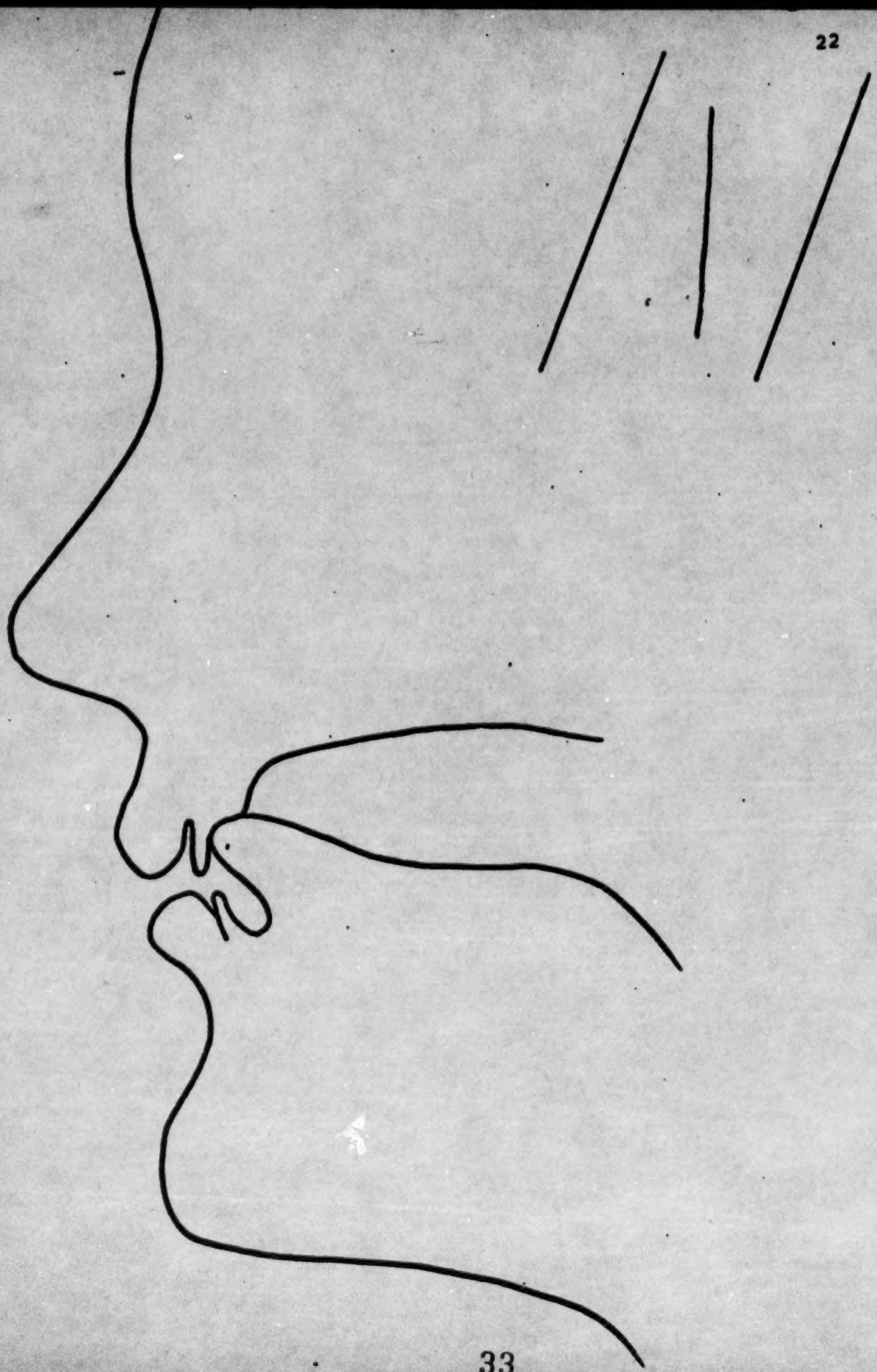
1.	no	low	dough
2.	when	well	wed
3.	Nate	late	rate
4.	not	lot	dot
5.	name	lame	dame
6.	seen	seal	seed
7.	pain	pail	paid
8.	on	all	odd
9.	moan	mole	mode

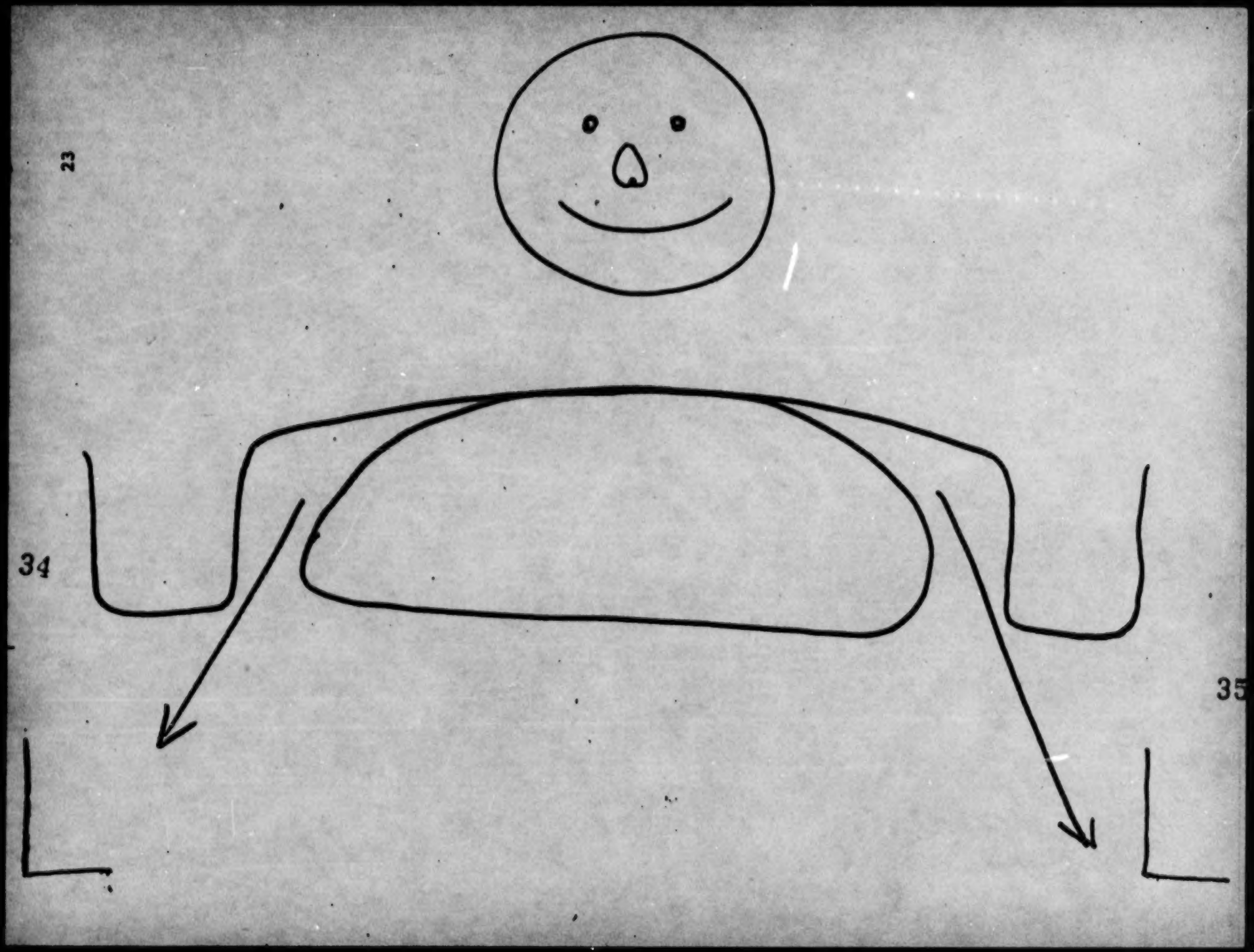
LISTENING EXERCISE

Name: _____

Name: _____

1.	no	low	dough
2.	when	well	wed
3.	Nate	late	rate
4.	not	lot	dot
5.	name	lame	dame
6.	seen	seal	seed
7.	pain	pail	paid
8.	on	all	odd
9.	moan	mole	mode

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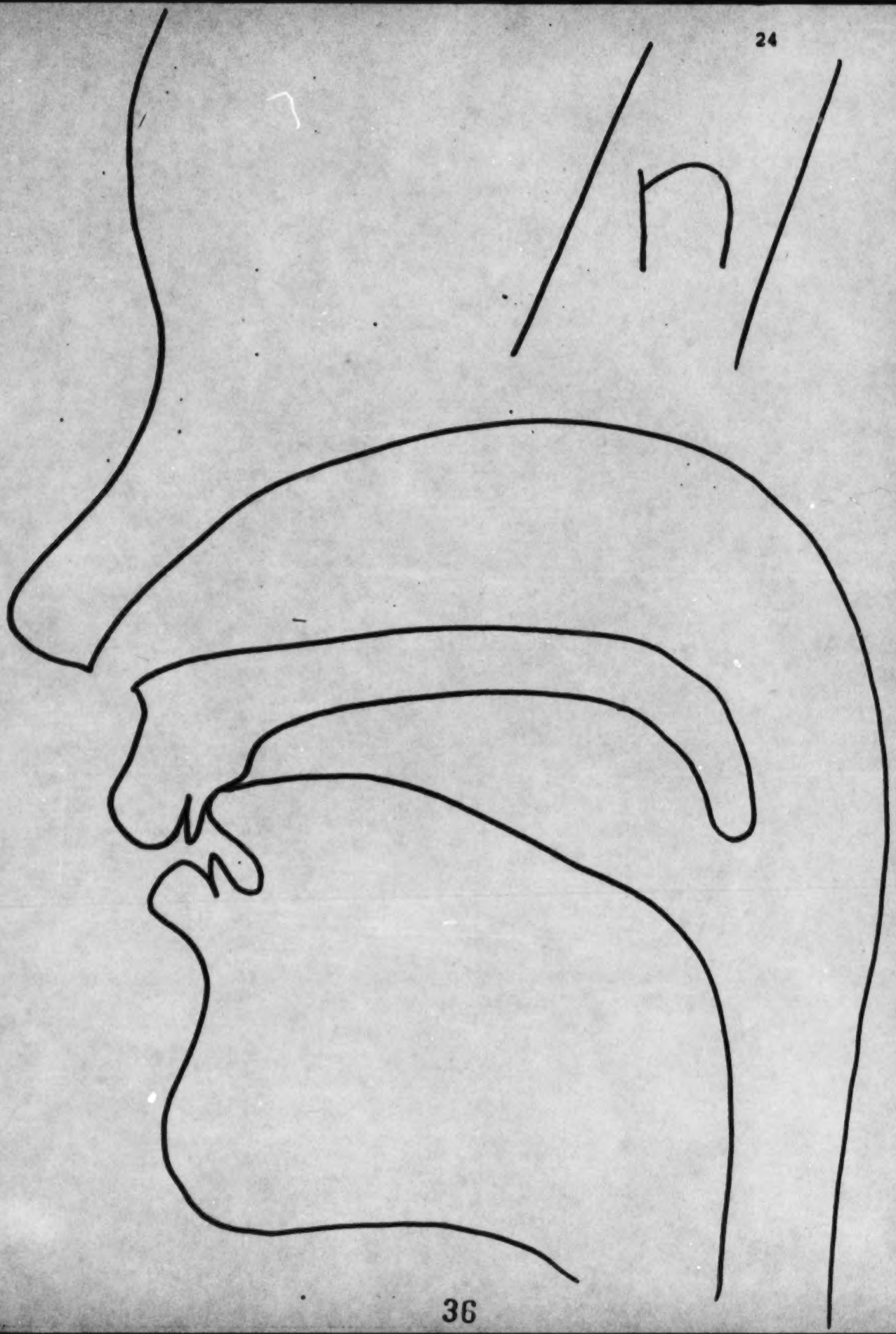
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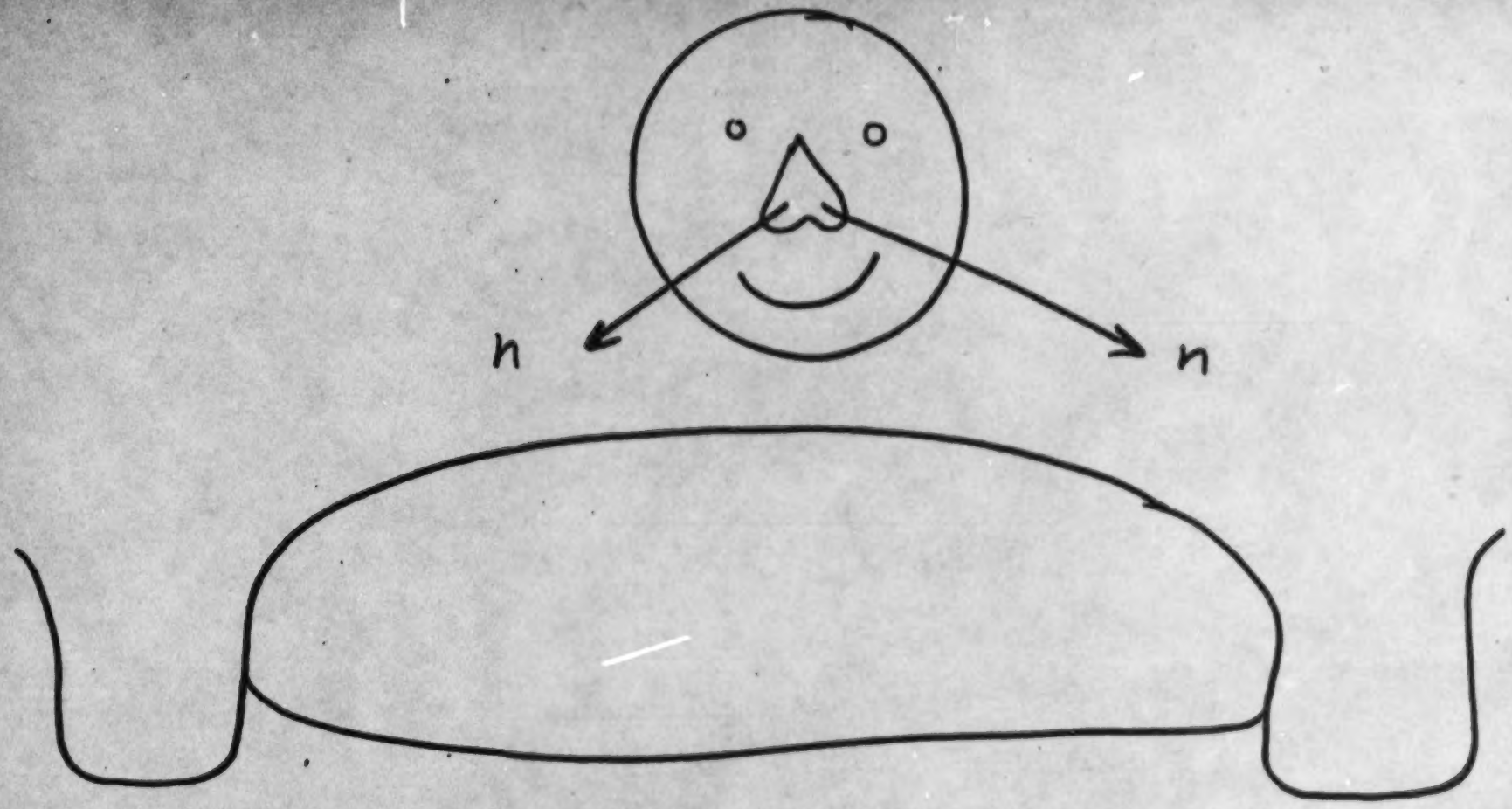

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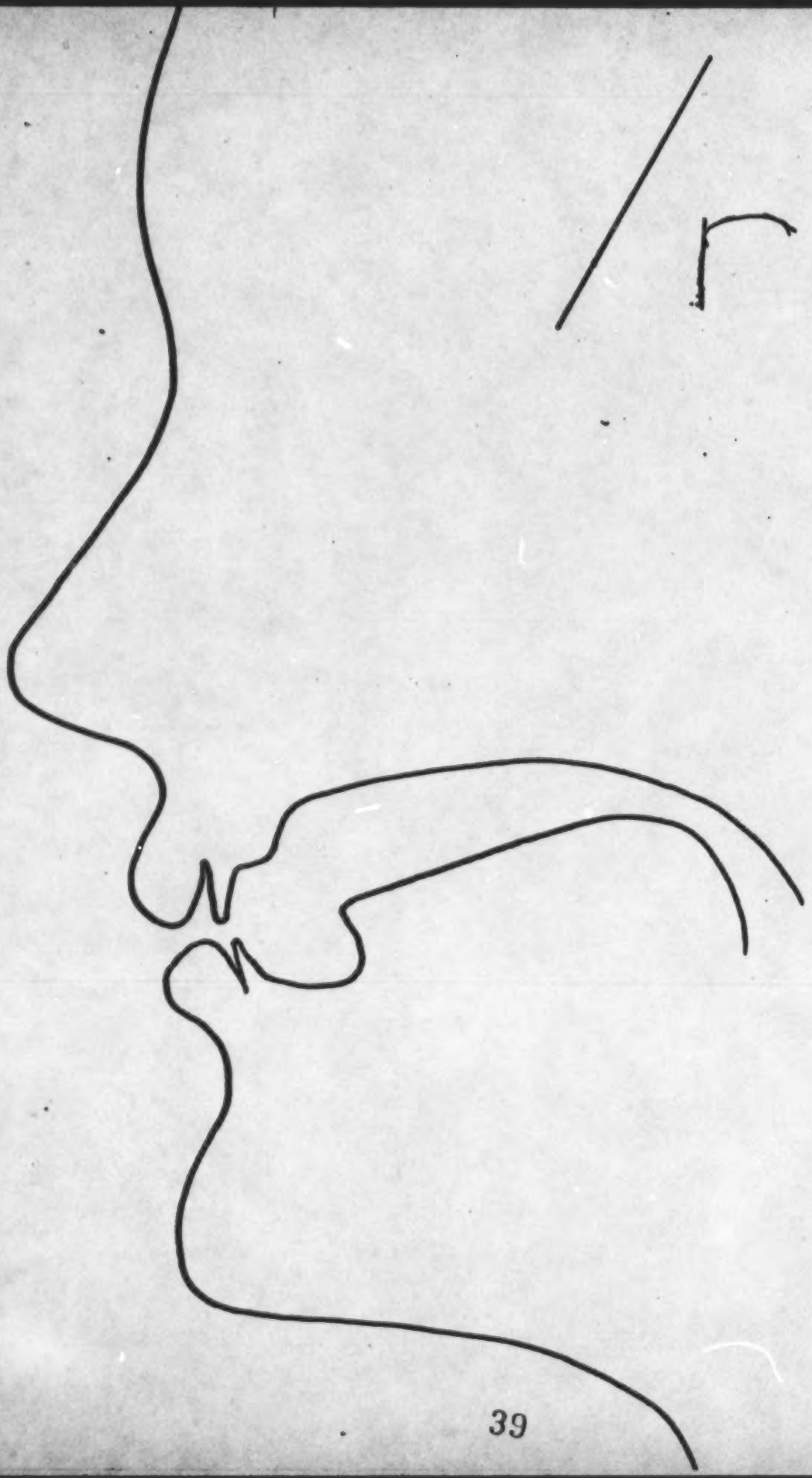
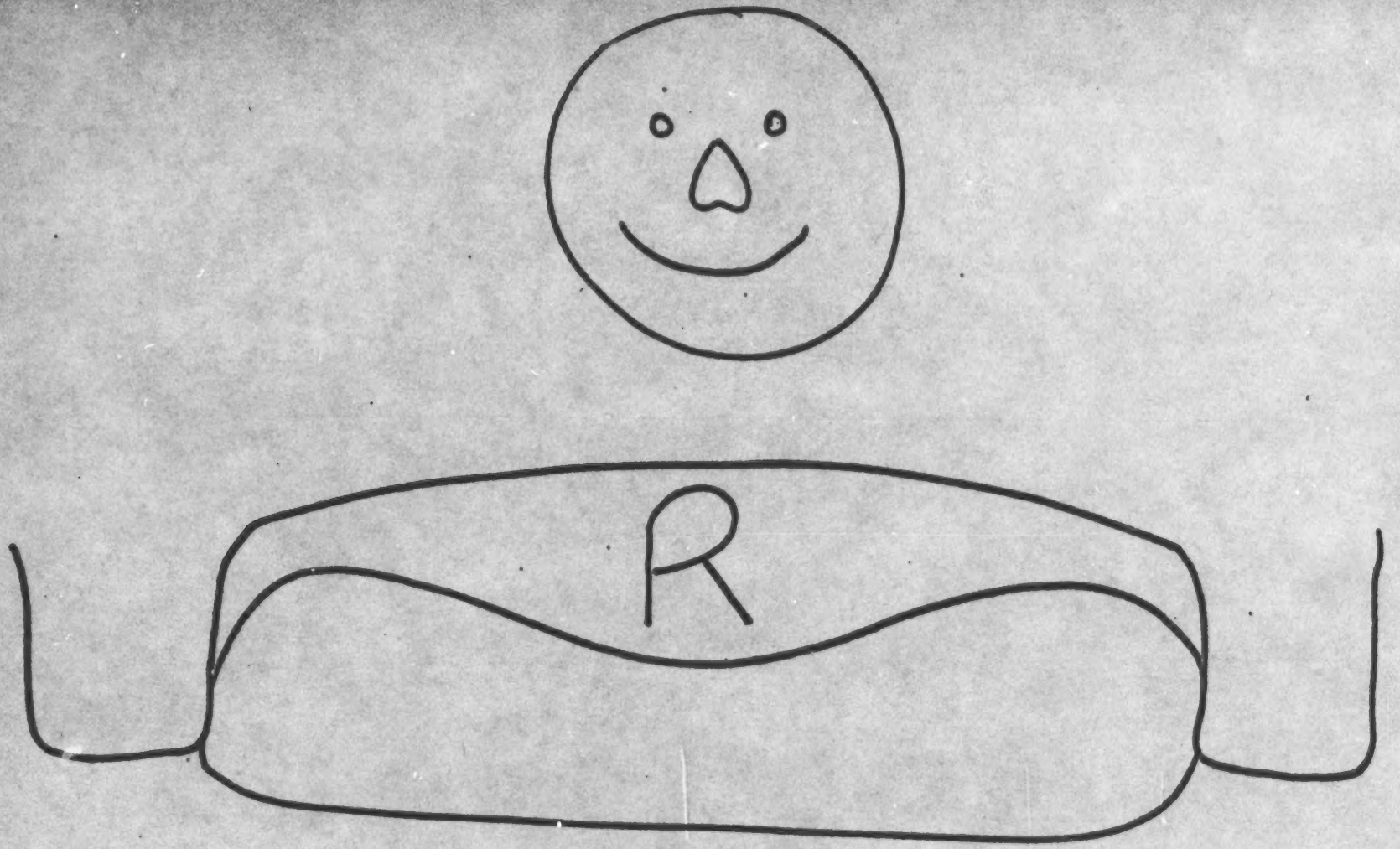
38

/n/

/r/

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SEGMENTS: /s/ /sh/

FOCUS: Placement of tongue for /s/ and /sh/. For /s/, the tip of the tongue under the gum and just behind the teeth. For /sh/, the front of the tongue near the back of the gum and the front of the roof of the mouth (known as the joining of the alveolar ridge and the hard palate, in technical terms).

REASON: South East Asians are unaccustomed to making and hearing the distinction between /s/ and /sh/.

It is an additional opportunity to focus on the tongue placement for /s/. The South East Asian equivalent seems to involve curling the tongue up and back behind the alveolar ridge (the gum just inside the teeth).

Distinctions between /s/ and /sh/ are important to meaning, e.g. "sit" and its counterpart.

ADVANCE PREPARATION: Colour in diagrams.

Photo listening sheet for each student.

EQUIPMENT NEEDED: Blackboard, chalk, pins or tape to hold up diagrams, flipchart, marker.

FINER POINTS F.Y.I.: My apologies to phonemic transcription, for placing within slash brackets a non-phonemic representation, namely "/sh/", instead of one of the standard symbols, "/ʃ/" or "/ʃ/". It is recommended that if the students are expected to use phonemic symbols in a later course, the teacher might find out which of the symbols /ʃ/ or /ʒ/ is going to be used, and substitute it for the "/sh/" which I have used: not, after all, very academic, but I trust not unduly confusing either. My rationale for using the /sh/ is that it relates closely to spelling in some words and is therefore easier to recognize.

PRONUNCIATION LESSON #5 - IN THE CLASS

Introduction:

Write on the board: /s/ /sh/ and say "sssss" and "shhhhh".

Spelling of Sound:

Write on the board: "sake". Have class repeat. Erase the "s" and replace it with "sh". Have class repeat. Do the same with "plus - plush, brass - brash, Russ - rush."

Diagrams:

Put up pictures. Introduce each in the following way: "This is the side view. This is the nose (point to nose on diagram and own nose), these are the teeth (likewise) and this is the tongue (likewise) and this is the gum (try to point to own gum just inside the teeth. Try to be delicate or humourous about this, as many oriental people are shy about this.)

Enlarge on diagrams:

Pointing to /s/ side view: "See the tip of the tongue is under the gum and just behind the teeth, but it does not touch in the middle. The sides of the tongue touch, but the middle of the tongue does not touch." Have class try sound.

Pointing to /sh/ side view: "See the front of the tongue just behind the tip (point this area out carefully) is farther back (point out the area where the gum, or alveolar ridge as it is formally known, joins the roof of the mouth, called the hard palate). The sides of the tongue touch the gum, but the middle of the tongue does not touch." Have the class try the sound.

PRONUNCIATION LESSON #5

Class Repetition: Words in Listening Exercise plus the following:

He shined his shoes. Sue shined her shoes. Did Sue leave?

Did she leave? Yes, she rushed out. What a shame.

Listening Exercise:

1. Distribute one copy of the attached sheet to each student.

2. Demonstrate that you will read one word for each number, and that students must circle the one that they hear.

   Make sure each student understands what is required by having one member of the class come up to the board and do a trial run of three items, e.g.

   1. mess mesh
   2. mass mash
   3. sake shake

3. Set a flipchart in front of the class facing you, but not obstructing the students' view of your face. You will write the answers on the flipchart as you recite, and at the end, allow students to mark their own papers. This is a way of letting them know what to concentrate on in their listening.

   Read as follows: "Number one, shake.... Look at me, shake."

   Do this for each one. The consequences of not saying "look at me" before the repetition is that students ask for more repetitions, so that they can see your lips.

4. Turn the flipchart around so students can check their own papers.

LISTENING EXERCISE

1. shake 2. soul 3. shower 4. leased 5. clashed

6. leashes 7. clash 8. brass 9. plus

Individualization:

Take the diagrams with you and go to each student asking them to repeat: "busses, delicious, confusion."(/zh/ in latter). Refer them to the diagrams with instructions like "move your tongue farther back just a little...not so far back ...more to the front...let the air make a noise over the middle of your tongue," as applicable.

* * * end of lesson * * *

Date: _____

Name: _____

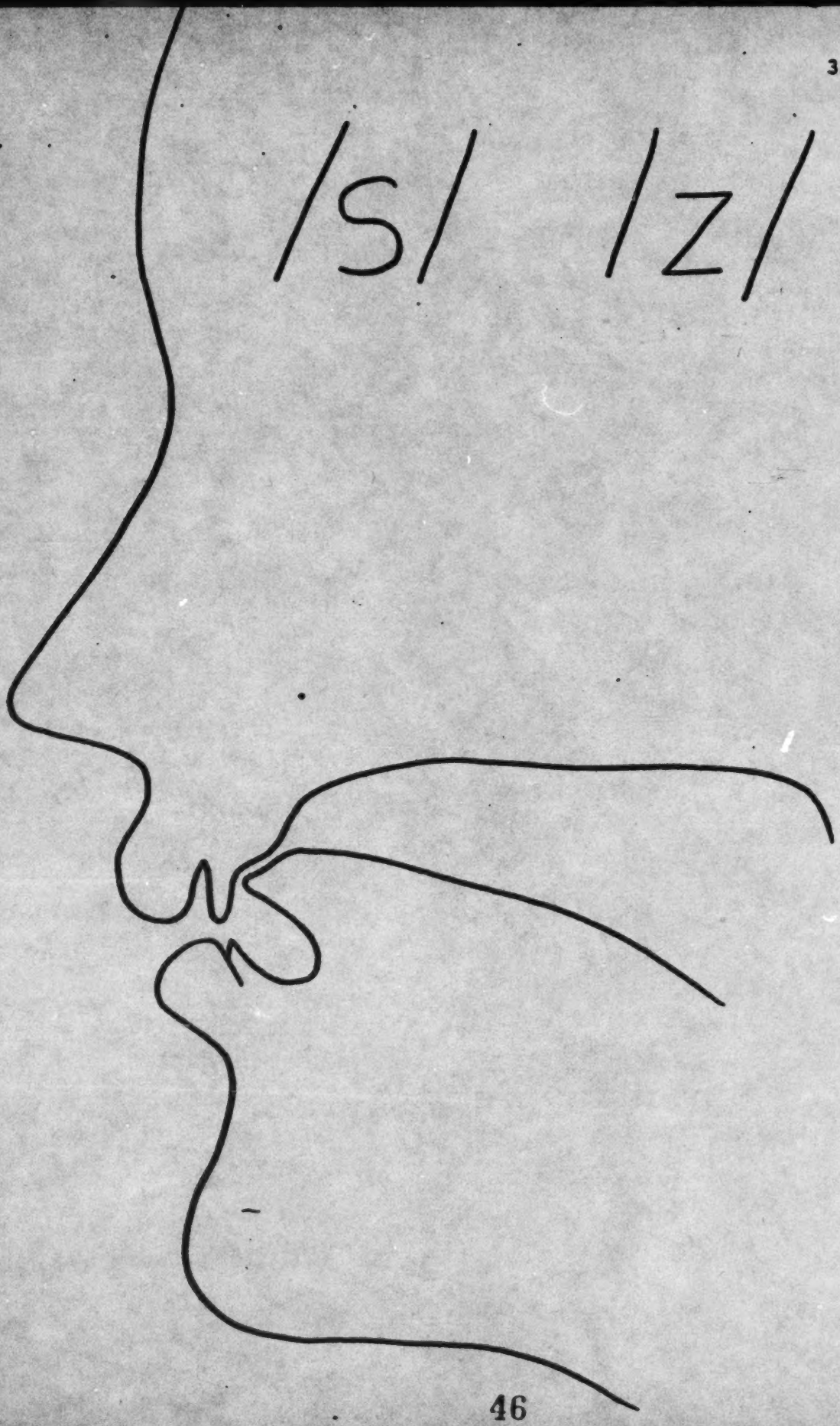
1.	sake	shake
2.	soul	shoal
3.	sour	shower
4.	leased	leashed
5.	classed	clashed
6.	leases	leashes
7.	class	clash
8.	brass	brash
9.	plus	plush

Date: _____

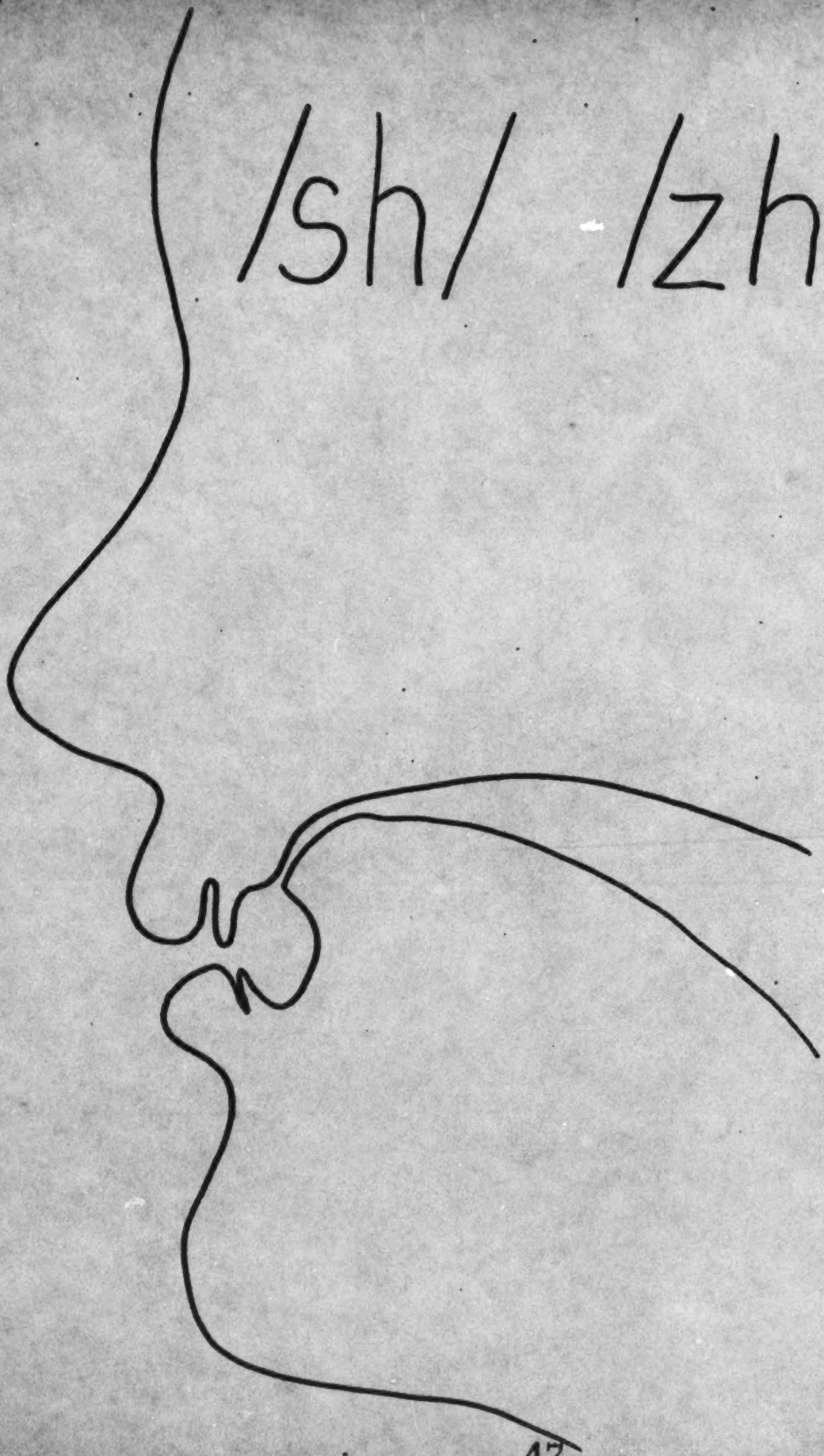
Name: _____

1.	sake	shake
2.	soul	shoal
3.	sour	shower
4.	leased	leashed
5.	classed	clashed
6.	leases	leashes
7.	class	clash
8.	brass	brash
9.	plus	plush

/s/ /z/



/sh/ /zh/



PRONUNCIATION LESSON #6 - PREPARATORY READING

SEGMENTS: /s/, /z/, /sh/, /zh/, /tsh/, /dzh/

FOCUS: 1) Production of /tsh/ and /dzh/.

2) Distinguishing between the sounds above.

REASON: Vietnamese has only the /s/ of the segments listed above.

ADVANCE PREPARATION: Collect words with the above sounds.

Colour in diagrams.

EQUIPMENT NEEDED: Blackboard and chalk - two or three colours if available.

FINER POINTS F.Y.I.: My phonemic symbols* are not standard anywhere, and my intent in using them is to simplify their understanding by the students. Here is how they are usually seen:

Mine	International Phonetic Association (IPA)	Also Current
/s/	/s/	/s/
/z/	/z/	/z/
*/sh/	/ʃ/	/š/
*/zh	/ʒ/	/ž/
*/tsh/	/tʃ/	/č/
*/dzh/	/dʒ/	/j/

PRONUNCIATION LESSON #6.- IN THE CLASS

Introduction:

"Now it is time to listen and speak. Please do not write. I will tell you when you can write."

Write on board the following symbols with the intent of filling columns of words in under them, and fill in from left to right, asking students to repeat each one after you.

/s/	/z/	/sh/	/t/	/tsh/	/zh/	/d/	/dzh/
		wash	watt	watch			
		cash	cat	catch			
seep		sheep	"teep"	cheap		deep	jeep
sees		she's	tease	cheese		d's	"jeeze"
	zip	ship	tip	chip		dip	gyp
		sheer	tier	cheer		dear	jeer
		information		signature	television		language
		shoe	too	chew	usual	do	Jew
		should					
		wish	wit	which			

Elicit more examples from class and fill in appropriate column.

Other Phonemic Symbols - Students' Dictionaries

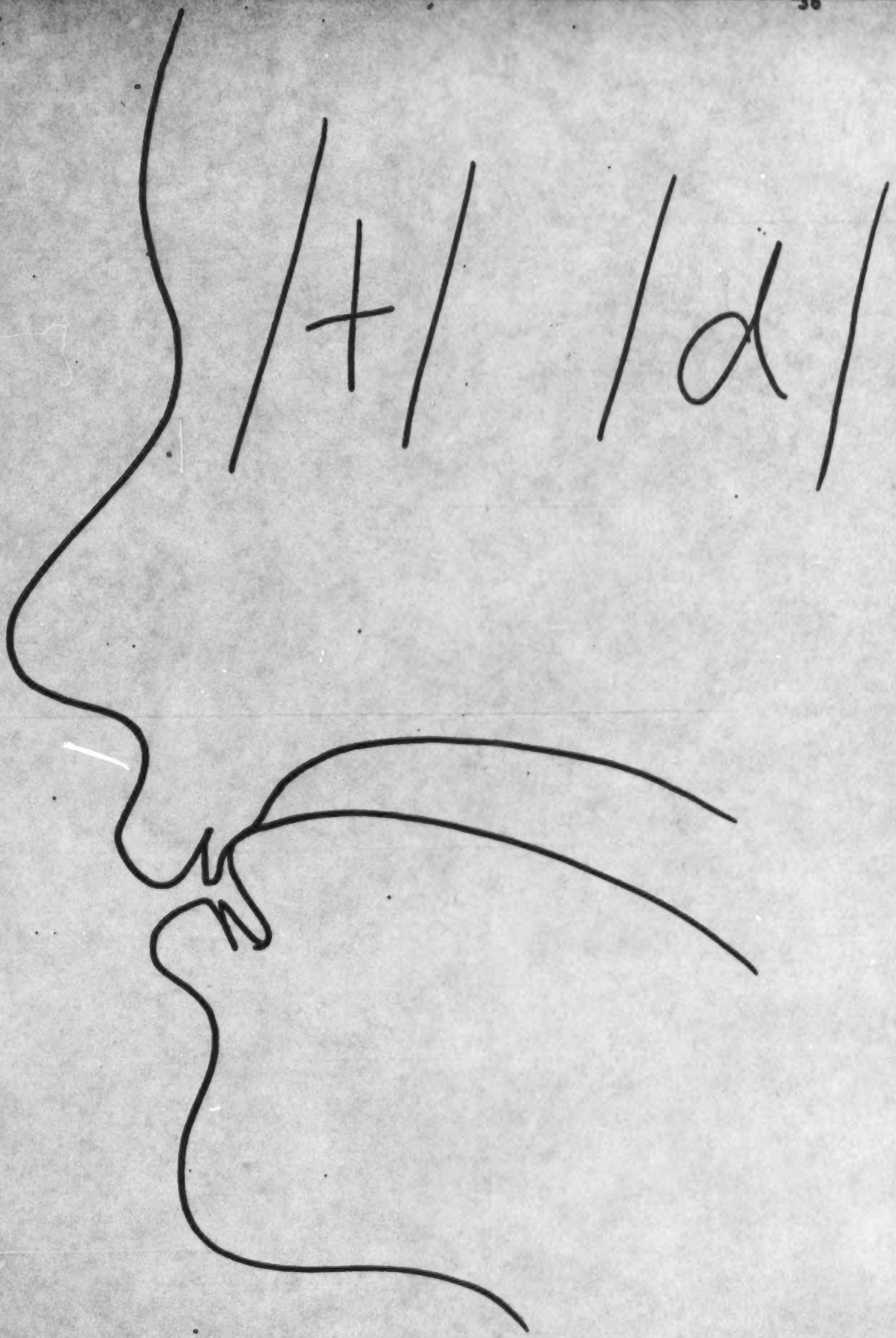
Ask to see some students' dictionaries and put equivalent symbols beside or underneath your own on the blackboard, in another colour of chalk if possible.

Individualization: Tell students: "Now you may write."

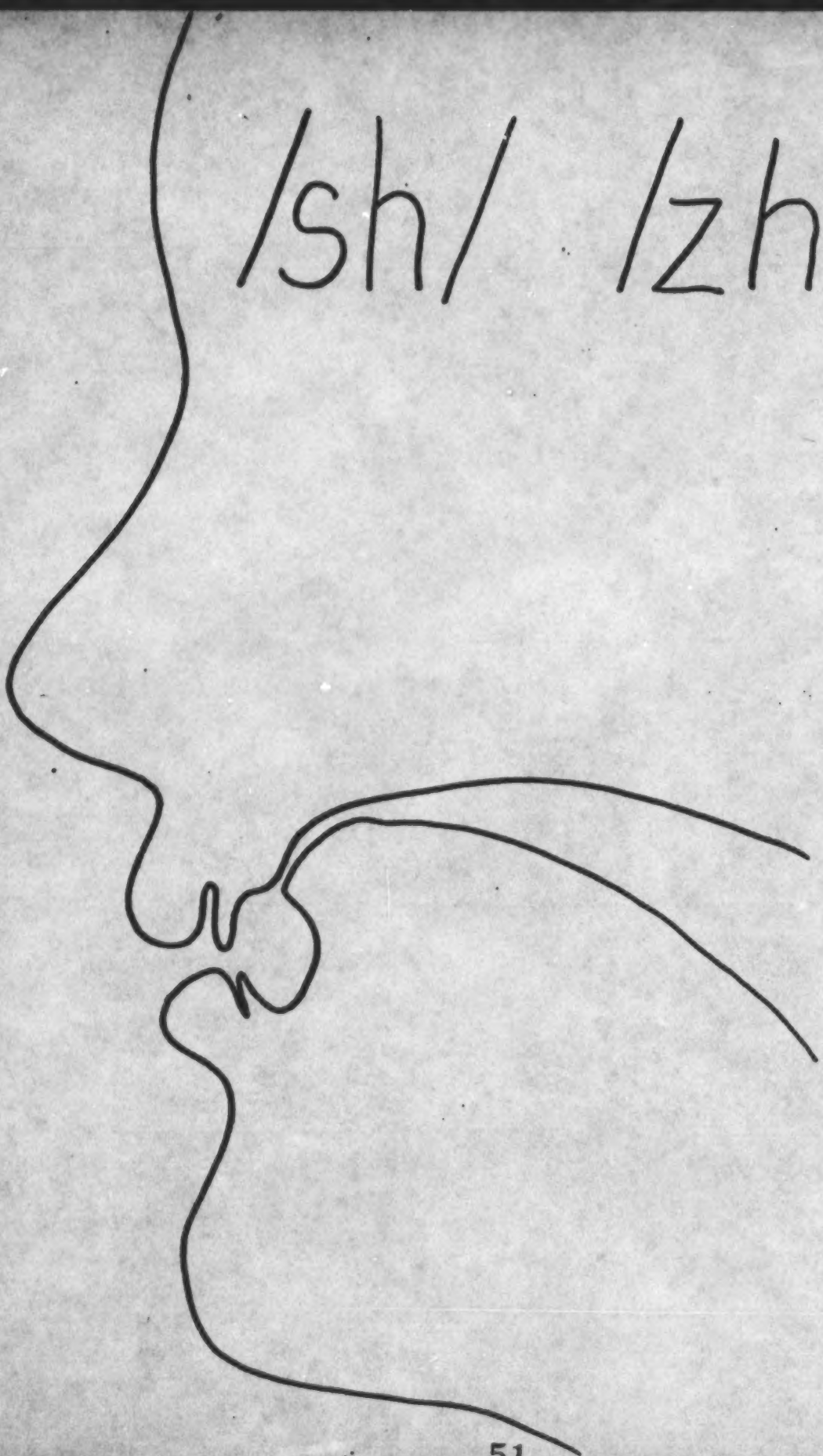
Ask each student to repeat: "information, signature, television, language" or simpler words.

Use diagrams to point out sequence of tongue movement.

* * * end of lesson * * *


/t/ /d/

/sh/ /zh/



PRONUNCIATION LESSON #7 - PREPARATORY READING

SEGMENTS: /f/ /v/ /w/

FOCUS: Lip movements.

REASON: South East Asians produce /f/ by blowing through both lips.

When they do a /f/ or /v/ (same placement, except the latter is voiced), the lower lip is sometimes too lax.

Lip rounding is not always done for /w/.

All the above serve to make the /v/ and /w/ easy to confuse with one another, both in listening and speaking.

ADVANCE PREPARATION: Photocopy listening exercises for everyone.

Colour in diagram.

EQUIPMENT NEEDED: Blackboard, chalk, flipchart, marker.

FINER POINTS F.Y.I.: The /v/ does not exist for some South East Asians. If the concept of voicing has been learned, it may be noted that articulation for /f/ and /v/ are the same, and that /f/ is voiceless while /v/ is voiced. This is parallel to the /s/&/z/ situation.

PRONUNCIATION LESSON #7 - IN THE CLASS

Introduction:

Write on the board /f/ /v/ /w/
one at a time
asking the class
to repeat after you,
and watch your lips
very carefully.

Class Repetition: (Do what you can in five minutes with the whole class, then individualize.)

family
fast
father
February
fifteen
fifteenth
five
fifth
four
fourth
floor
find
finish
first
fish
food
foreign
form
forty
fourteen
fourteenth
free
french fries
Friday
fried
friend
from
off
office
official
officially
often (with or without /t/)
if
beef
before
after
afternoon

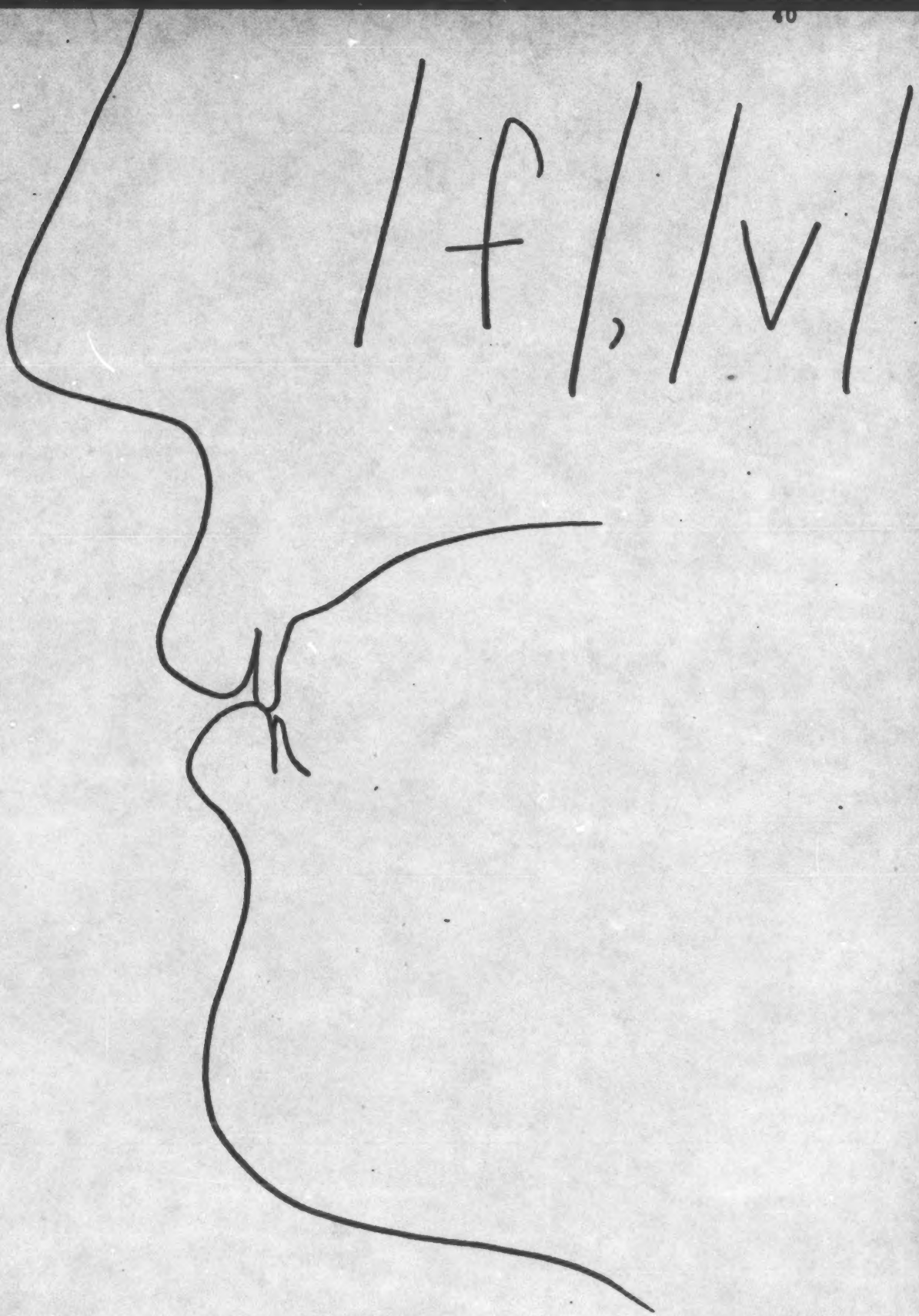
vanilla
vegetable
very
visa
have
love
serve
seven
seventh
seventy
seventeen
movie
television
T.V.
save
lovely
loveable
over
oven
move
never
November
leave
live
give
gave
above
Avenue
evening
every
everything

wife
when
want
waitress
wallet
water
we
Wednesday
week
welcome
well
we're
west
western
what
where
when
why
while
with
woman
women
work
worry
would
somewhere
anywhere
subway

INDIVIDUALIZATION:
fear, veer, we're

They went to the vending machine for some coffee.
Have you ever visited Victoria?
We always walk to work.
Let's wave goodbye to our friends.

* * * end of lesson * * *


/f/, /v/

PRONUNCIATION LESSON #8 - PREPARATORY READING

SEGMENTS: /θ/ /ð/

FOCUS: Hearing and production of the voiced and voiceless "th" sound.

REASON:1) South East Asians are shy about sticking out their tongues, as are most people who do not have these sounds in their language.

2) In Vietnamese, written "th" is said the way English "t" at the beginning of a word is pronounced.

3) Unfortunately, the time-honoured phonemic symbol, /ð/, representing the voiced "th" sound, conflicts with the equally time-honoured letter in the Vietnamese alphabet, "Đ,đ" which is pronounced like the English "d". To make matters worse, the Vietnamese "D,d" is usually pronounced /ð/, and sometimes /y/.

ADVANCE PREPARATION: Colour in diagrams, and try to make your sounds in both ways illustrated.

EQUIPMENT NEEDED: Blackboard and chalk.

PRONUNCIATION LESSON #8 - IN THE CLASS

Introduction: th

Write on board: /θ/ /ð/
Whisper the first sound and voice the second.

Write and have class repeat:		
	teeth	teethe
	thigh	thy
	mouth	mouthe

Spelling of sound:

Write and have class repeat the following, as well as words you have covered in class, or words elicited from the students, in the appropriate columns:

thing	this
think	that
father	these
mother	those
brother	the
	there
	then

Teens vs. Tens:

In the following, pay particular attention to the stressed syllables:

thirteen	fourteen	fifteen	sixteen	seventeen	eighteen	nineteen
thirty	forty	fifty	sixty	seventy	eighty	ninety
third	fourth	fifth	sixth	seventh	eighth	ninth

Sentences:

The baby is teething. It has three teeth.

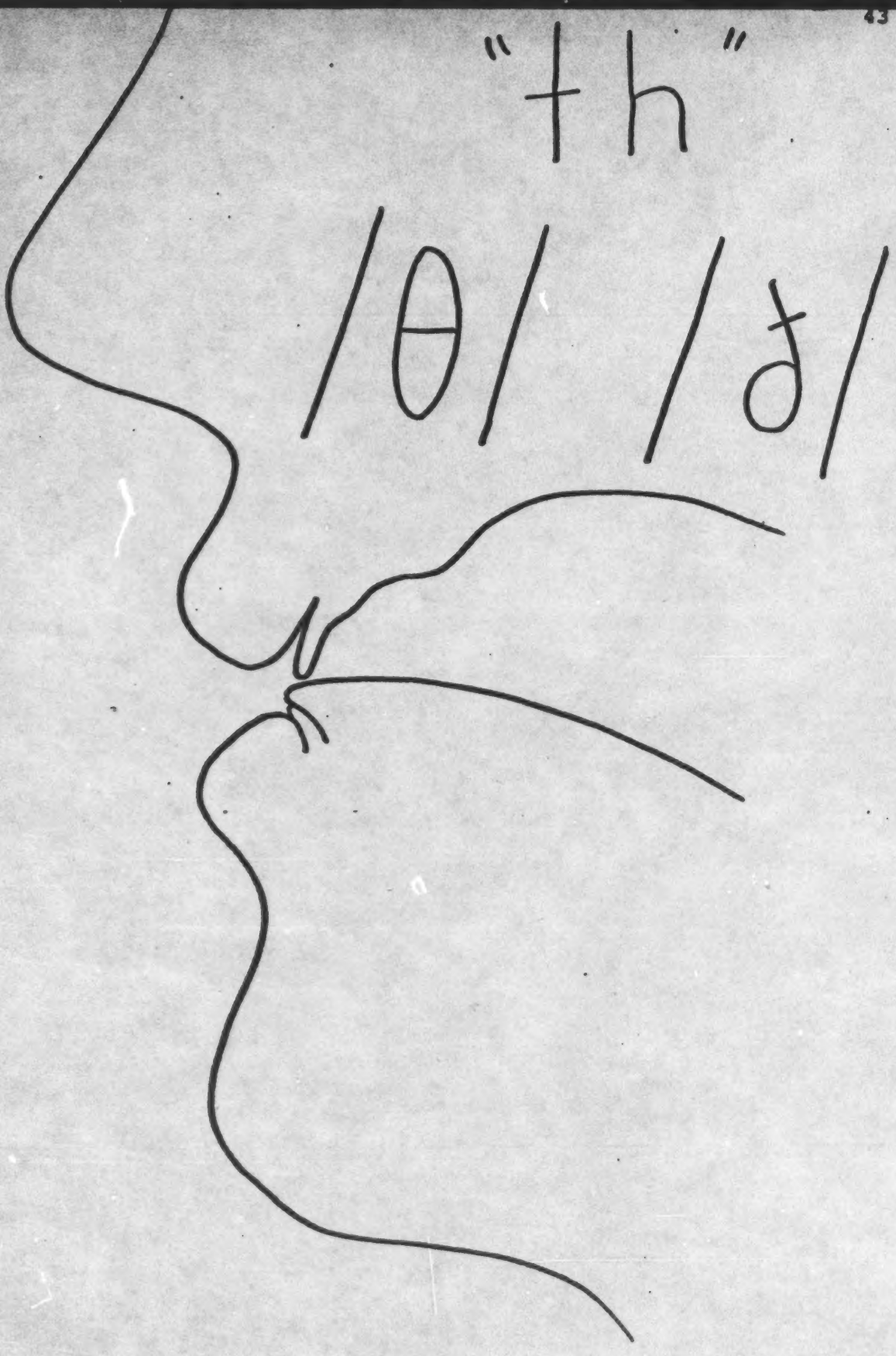
Individualization:

Have each student repeat "teeth" & "teethe".

* * * end of lesson * * *

"th"

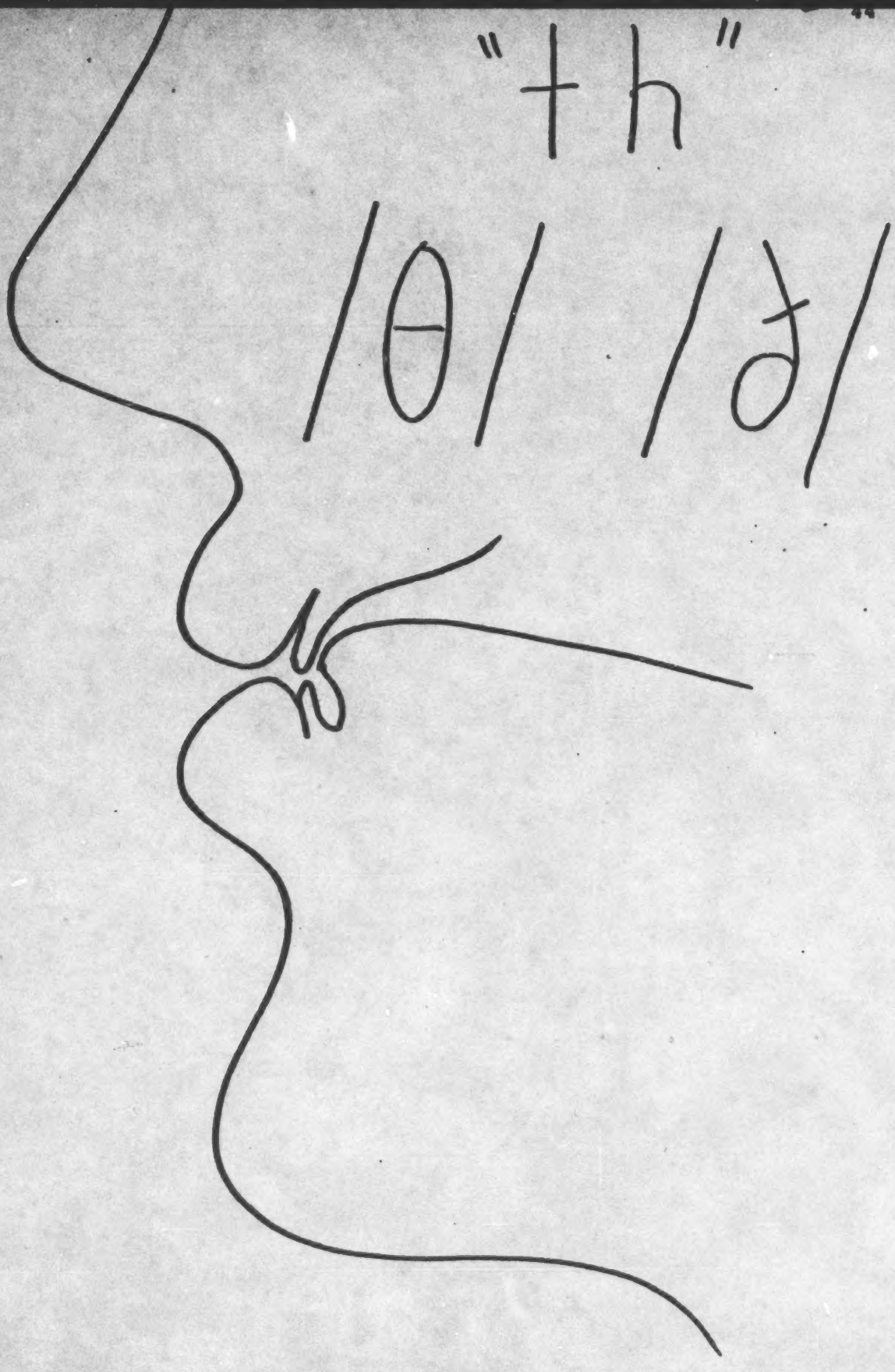
/θ/ /ð/



one of two methods

"th"

/θ/ /ð/



one of two methods.

PRONUNCIATION LESSON #9 - PREPARATORY READING

SEGMENTS: /st/

FOCUS: Production of /st/ at beginning, middle and end of words, and hearing of differences between /s/, /t/, and /st/.

REASON: Many South East Asians have difficulty with this consonant cluster. They tend to add vowels between the consonants, making the word unintelligible.

Some interchange the /s/ and /t/ sounds, so listening practice is also important.

ADVANCE PREPARATION: Colour in diagram, if not already done. Photocopy listening exercises for everyone.

EQUIPMENT NEEDED: Blackboard and Flipchart, chalk and marking pen. Tape or pins to put up diagram, if not already posted.

FINER POINTS F.Y.I.: Perhaps the main problem here is that South East Asians do not release their /t/'s in a small puff of air at the end of words, and so "mast" sounds like "mass". When pressed, they may produce "massata" or worse. This may be a necessary intermediary step for the student, and patient, relaxed prompting is the main requirement of the teacher. Too much talk is intimidating, as is too much prompting. Providing time and opportunity to focus on the production of this sound is very helpful, however.

PRONUNCIATION LESSON #9 - IN THE CLASS

Introduction: Write on the board: /st/

Spelling and Repetition of sound:

Write on board:	but	Have class repeat.
Erase t, substitute s:	bus	Have class repeat.
Add t:	bust	Have class repeat.

Do the same with the following words:

mitt	mutt	mat	lot	matter	mitter	tear
miss	muss	mass	loss	masser	misser	sear
mist	must	mast	lost	master	mister	stear

Have class repeat the following:

student mistake east west best greatest street

I live east of Yonge Street.

I live west of Yonge Street.

You're the best!

You're the greatest!

I will always be a student.

Listening Exercise:

1. Distribute sheets to students
2. Set up flipchart facing you, but not blocking students' view of your face.
3. Read the list below, writing as you speak:

   "Number one...mitt...look at me...mitt" etc.

4. While students are marking their own papers, go among them asking them to repeat, gently prompting them. You may wish to take the diagrams with you, to focus attention on the sequence of tongue movement.

1. mitt	5. mast
2. masser	6. sear
3. muss	7. loss
4. mister	8. bus

* * * end of lesson * * *

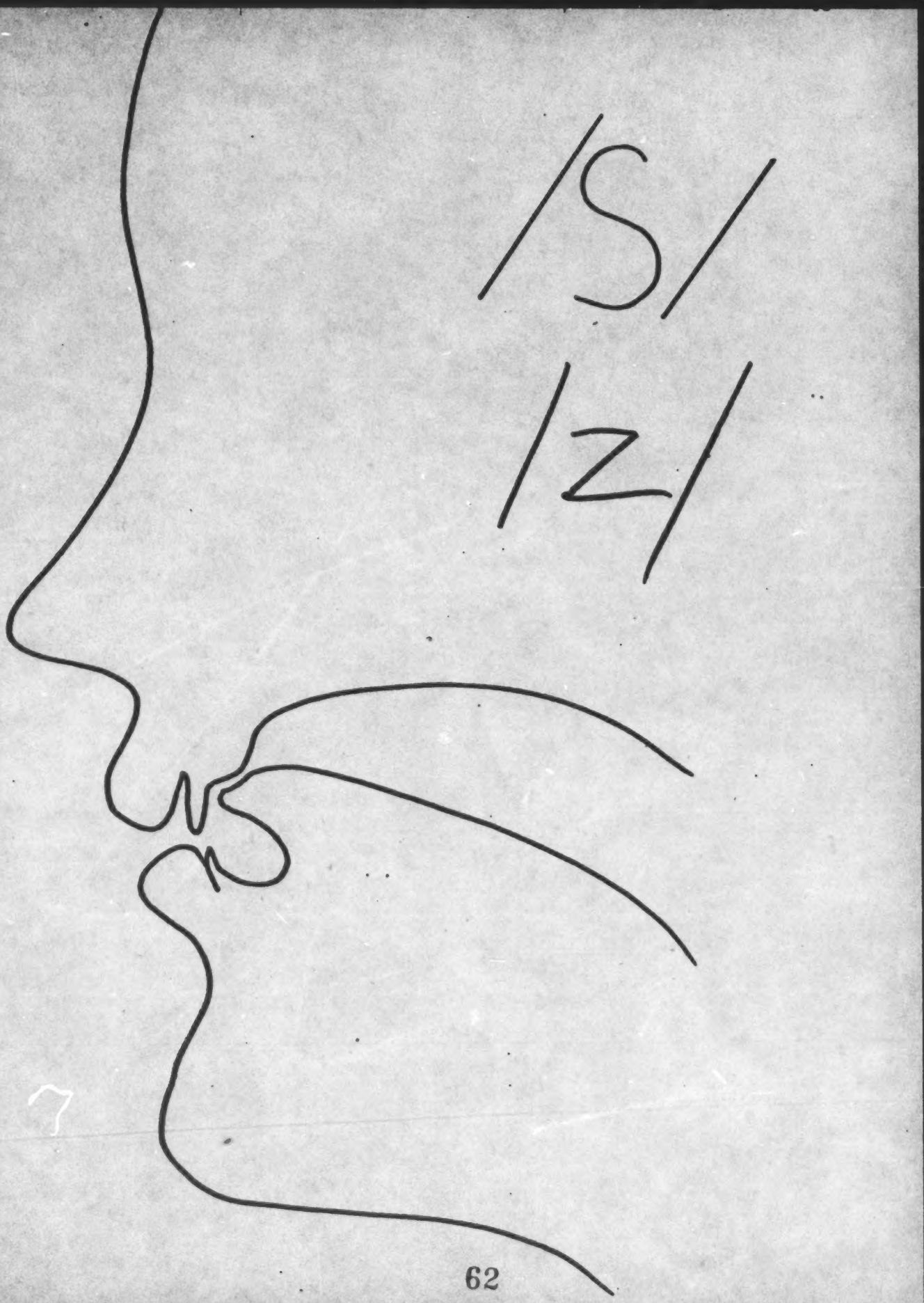
LISTENING EXERCISE

LISTENING EXERCISE

Name: _____ Name: _____

Date: _____ Date: _____

1.	mitt	miss	mist	1.	mitt	miss	mist
2.	matter	masser	master	2.	matter	masser	master
3.	mutt	muss	must	3.	mutt	muss	must
4.	mitter	misser	mister	4.	mitter	misser	mister
5.	mat	mass	mast	5.	mat	mass	mast
6.	tear	sear	stear	6.	tear	sear	stear
7.	lot	loss	lost	7.	lot	loss	lost
8.	but	bus	bust	9.	but	bus	bust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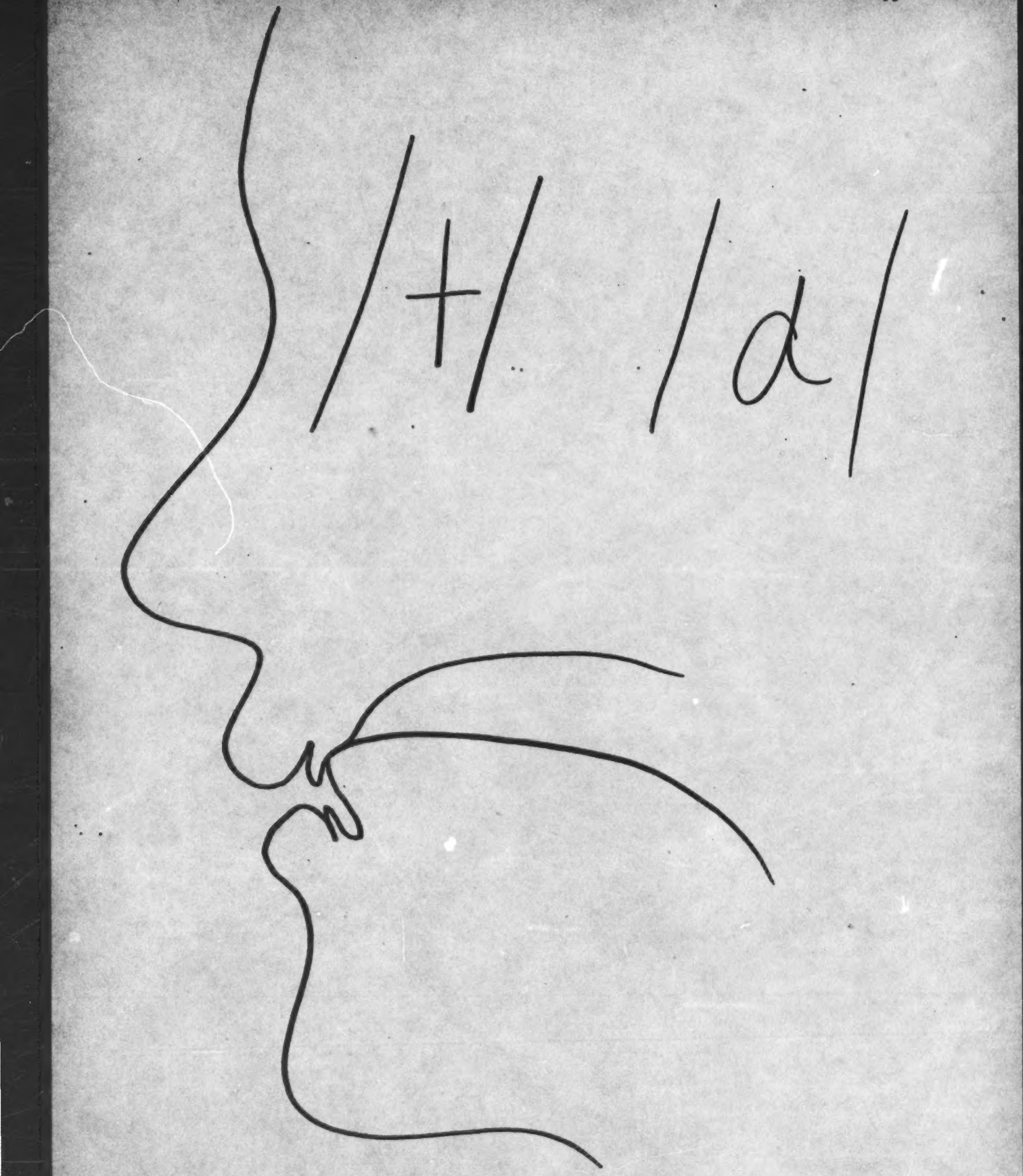
/s/ /t/ /d/

PRONUNCIATION LESSON #10 - PREPARATORY READING

SEGMENTS: /str/

FOCUS: Production of /str/, and hearing of difference between /st/ and /str/.

REASON: Many South East Asians have difficulty with this consonant cluster.

ADVANCE PREPARATION: Photocopy listening exercises for everyone.

EQUIPMENT NEEDED: Blackboard and chalk, flipchart and marker.

PRONUNCIATION LESSON #10 - IN THE CLASS

Introduction:

Write on the board: /str/

Spelling and repetition of Sound:

Write on board: say
Erase s, substitute "tr": tray
Add "s": stray

List the following on board, having class repeat from left to right:

/s/	/t/	/st/	/tr/	/str/
soul	toll	stole	troll	stroll
sip	tip	"stip"	trip	strip
side	tide	stied	tried	stride
sap	tap	"stap"	trap	strap
seat			treat	street

The first street east of Markham Street is Bathurst.

Listening Exercise:

1. Distribute sheets to students.

2. Set up flipchart facing you, but not blocking view of your face.

3. Read the list below, writing as you speak:
   "Number one...street...look at me...stake"

4. While students are marking their own papers, go among them asking them to repeat, gently prompting them.

1. stake
2. stand
3. strain
4. stray
5. sting
6. stroll
7. stride

* * * end of lesson * * *

LISTENING EXERCISE

NAME _____

DATE _____

1.	stake	strake
2.	stand	strand
3.	stain	strain
4.	stay	stray
5.	sting	string
6.	stole	stroll
7.	styed	stride

LISTENING EXERCISE

NAME _____

DATE _____

1.	stake	strake
2.	stand	strand
3.	stain	strain
4.	stay	stray
5.	sting	string
6.	stole	stroll
7.	styed	stride

PRONUNCIATION LESSONS 11 & 12 - PREPARATORY READING

	LESSON 11	LESSON 12
SEGMENTS:	/i/ as in "see"	/u/ as in "food"
	/ɪ/ as in "it"	/ʊ/ as in "good"
	/eɪ/ as in "say"	/oʊ/ as in "no"
	/ɛ/ as in "yes"	/ɔ/ as in "caught"
	/æ/ as in "and"	/ɑ/ as in "cot"
	/ʌ/ as in "run"	/aɪ/ as in "my"
		/aʊ/ as in "cow"
		/ɔɪ/ as in "boy"

FOCUS: Distinguishing vowel sounds in English using phonemic symbols, as above, supplemented by the symbols appearing in students' dictionaries, as "pegs".

REASON: As there are only five written vowels and no consistent forms of spelling for the 14-15 vowels in Canadian English, phonemic symbols are necessary. These first two lessons deal with all but one vowel sound in the dialect around Toronto. That sound is /ə/ which occurs in many unstressed syllables and words and often before "r". It is dealt with in the lesson which follows.

ADVANCE PREPARATION: If you are not a native speaker of Canadian English, check with a friend who is, that you pronounce the vowel sounds in the examples listed in the lesson consistently.

If you are a native speaker of Canadian English, check yourself or ask a friend to listen to you say "caught" and "cot". If they are the same, you probably do not have the /ɔ/ in your dialect, and use /ɑ/ for it as well.

Ask your students to bring their dictionaries to class. Photocopy one reference sheet for each student.

EQUIPMENT NEEDED: Blackboard and preferably 2 or 3 colours of chalk.

FINER POINTS F.Y.I.: Even for phoneticists, it is difficult to determine where one's own vowels are articulated. Should you study further, it is not advisable to pass on all that you know to your students in a short course such as this, as much of the information available is not needed. It would be very helpful to your students, however, if you were to show your students that three general factors are at play in vowel production: 1) frontness and backness of the tongue, 2) highness and lowness of the tongue, and 3) rounding, non-rounding and spreading of the lips. In English, no front vowels are rounded and no back vowels are spread, and this may be mentioned at your discretion. With this introduction, your students will benefit from appropriate prompting, in one-to-one situations, with such remarks as "more to the front/back, higher/lower, round your lips a little/ don't round your lips." Nevertheless, the more you know about phonetics, the better you will be able to assist your students. This lesson is intended for teachers without a background in such studies, and for limited class time.

Cont'd...

FINER POINTS Cont'd:

Vowel interference to watch for in South East Asians:

A rounded version of /ɛ/, written /œ/ as in the French "oeuf". That is, for the /œ/ the tongue is in the same position as /ɛ/, but the lips are rounded.

An unrounded version of /ɒ/, written /ɯ/. That is, for /ɯ/, the tongue is in the same position as /ɒ/, but the lips are rounded.

An /a/ instead of /æ/. The /a/ occurs in Canadian English only as a diphthong. It is further back than the /æ/, and it is slightly rounded, whereas the /æ/ is made with the lips spread.

Rounding:

The action of rounding in English is perceptible but usually only slight. Ask your students to watch the corners of your mouth and imitate you.

The /oʊ/ is only slightly diphthongized. As the lips are more rounded for the /ɑ/ than for the /o/, the diphthong is observable in that the corners of the mouth move further inward as the vowel is spoken.

The /ɔ/ is slightly higher and more rounded than the /ɑ/.

FURTHER READING:

Re spelling in relation to vowel sounds:

Joan Morley, Improving Spoken English, University of Michigan Press, 1979, 347 pp.
At the end of each lesson on a vowel is a listing of ways of spelling it and the frequency with which such spelling occurs.

Re exercises in distinguishing one vowel from another:

Neilsen and Neilsen, Pronunciation Contrasts in English, Regents Publishing Company, Inc. New York, 1973.

PRONUNCIATION LESSON #11 - IN THE CLASS

Introduction:

Write on the board, vertically, one at a time, asking class to repeat:

			*Don't write this column yet.
	/i/	"see"	he, be, we, been
	/ɪ/	"it"	in, is, it, his, him, with, big
	/eɹ/	"say"	they, came
	/ɛ/	"yes"	said, get, red, read (past tense)
(ə ӕ)	/æ/	"and"	a, that, as, at, had, have, an, back, can, has
	/ʌ/	"run"	of, but, one, come,

Spelling of Sound:

Elicit examples from the class, and write them in beside the above.

Fill in the words above*, which are taken from the Dolch list of the 50 most read words, and/or words of your choosing.

If a student gives the wrong word for a particular sound, say the vowel sound in isolation to show that it is not the same as the vowel you seek examples for, and say it in isolation as well.

Alternate Phonemic Symbols:

Tell students the symbols on the board are new, but that all people do not use the same system. Show a few alternate symbols, explain that they are also new, and mean the same sound: /ɹ/ = /ɪ/, /ey/ = /eɹ/. Ask a student for a dictionary, and find equivalent notations, listing them in another colour of chalk, to the left of your list. Don't forget to use the slash brackets. (Dictionaries sometimes use square brackets, but linguists reserve these for more specific descriptions of sounds, a form of notation which is redundant within a language and requires extensive training and finely tuned listening.)

Class Repetition:

Words on the board, and the following sentences, to go with each symbol:

/i/	Keep reading these books.
/ʊ/	This will give you something to think about.
/e/	May I take a break?
/ɛ/	Yes, go ahead. See you again in ten minutes.
/æ/	Ask that man to help you.
/ʌ/	How do I get the bus to the subway?

Students' Reference Sheets:

Hand out the attached and ask students to fill in words on board.

Keep this paper.

Write words beside the sound symbols.

Sound Symbol	Words
/i/ as in "see"	
/ɪ/ as in "it"	
/eɪ/ as in "say"	
/ɛ/ as in "yes"	
/æ/ as in "and"	
/ʌ/ as in "bus"	

PRONUNCIATION LESSON #12 - IN THE CLASS

Introduction:

Write on the board, vertically, one at a time, asking class to repeat:

/u/ "food"
/ʊ/ "good"
/oʊ/ "no"
/ɔ/ "bought"
/ɑ/ "father"
/aɪ/ "my"
/aʊ/ "cow"
/ɔɪ/ "boy"

Spelling of Sound:

Elicit examples from the class, and write them in beside the above.

Fill in the words below, which are taken from the Dolch list of the 50 most read words, and/or words of your choosing.

If a student gives the wrong word for a particular sound, say the vowel sound in isolation of the word the student gives and then the sound you seek an example for.

Alternate Phonemic Symbols:

As in previous lesson, find alternate symbols in students' dictionaires.

Class Repetition:

/u/	to, you, do, shoe, boot
/ʊ/	could, foot
/oʊ/	so, before, go
/ɔ/	call, for, all, are
/ɑ/	was, not, on
/aɪ/	I, by
/aʊ/	about, down
/ɔɪ/	noise

Sentences:

The attached sheet - review previous lesson's vowels and today's by reading from the top down, having class repeat each sentence.

Students' Reference Sheets:

Hand out the attached and ask students to fill in words on board.

as well. They say "caught" and "cot" the same way.

VOWELS IN CANADIAN ENGLISH

/i/	as in "see"	Keep reading these books.
/ɪ/	as in "it"	This will give you something to think about.
/eɪ/	as in "say"	May I take a break?
/ɛ/	as in "yes"	Yes, go ahead. See you again in ten minutes.
/æ/	as in "and"	Ask that man to help you.
/ʌ/	as in "bus"	How do I get the bus to the subway?
/ɑ/	as in "got"	Follow me.
/oʊ/	as in "no"	Oh, thank you!
/ʊ/	as in "good"	I would like to get off at Fuller Avenue.
/u/	as in "food"	That's two more stops. Thank you.
/ɔ/	as in "caught" *	I caught a cold yesterday.
/aɪ/	as in "my"	Have you seen my wife?
/aʊ/	as in "how"	She's around the house somewhere.
/ɔɪ/	as in "boy"	The boys are making a lot of noise.
/ə/	as in "the"	What's it for? It's for the table.
		Where's it from? It's from China.

Keep this paper.

Write words beside the sound symbols.

Sound Symbol	Words
/u/ as in "boot"	
/ʊ/ as in "good"	
/oʊ/ as in "go"	
/ɔ/ as in "fall"	
/ɑ/ as in "not"	
/aɪ/ as in "my"	
/aʊ/ as in "how"	
/ɔɪ/ as in "boy"	

Some People don't use /ɔ/. They use only /ɑ/.

PRONUNCIATION LESSON #13 - PREPARATORY READING

SEGMENT: /ə/

FOCUS:
Hearing the sound.
Producing the sound.
Predicting the occurrence of the sound.

REASON:
This is possibly the most commonly heard sound in ordinary speech. As it replaces certain sounds in certain unstressed syllables and words, it is most practical to leave it until the other vowels have been clearly distinguished.

ADVANCE PREPARATION:
List multi-syllabic words the class has learned, and underline the letters where /ə/ can occur. Listen for this sound. You will probably find that English teachers use it less than others.

OPTIONAL PREPARATORY READING:
Huang, Raymond, English Pronunciation, Hong Kong University Press.
Read sections on the vowel /ə/. Keep in mind that his notations are for a British accent. His explanation of where the /ə/, the "reduced vowel" or the "schwa" occurs, is very good.

Morley, Joan, Improving Spoken English, University of Michigan Press, 1979, 347 pp.

FINER POINTS F.Y.I.
/ə/ can replace any vowel except:
/ɒ/, /ɔ/, /ɑ/, /u/, /aʊ/, /ɔɪ/
in unstressed syllables, or
in certain unstressed one-syllable words.

/ə/ often occurs before /r/.
Many vowels which are followed by /r/ fade into a /ə/ before the /r/. This has been called "r-colouring" (Ladefoged page 71).

EQUIPMENT NEEDED:
Blackboard and chalk.

PRONUNCIATION LESSON #13 - IN THE CLASS

Introduction:

Write on board: /ə/. Have the class repeat "Open the door".

Write the sentence "Open the door" on the board. Underline and mark: /ə/ /ə/

Erase "door" and replace with "refigerator". Underline & mark.
/ə/ /ə/ /ə/

Tell the class:"It is correct to say /rɛfrɪjʒreɪtɚr/ but it is more natural to say /rəfrɪjərəreɪtər/."

Do more examples with words and sentences of your own or those below.
First say it naturally.
Then say that it is correct to say (enunciated), but it is more natural/ordinary/usual/relaxed/casual to say _____.

Sample Words:

pronunciation /ə/ /shən/ examination /ə/ /ə//shən/ apartment /ə/ /ə/ father /ə/

restaurant /ə/ expensive /ə/ /ə/ department /ə/ /ə/ mother /ə/

appointment /ə/ /ə/ identification /ə/ə//shən/ teacher /ə/

Sample Sentences:

What are you looking at? /æ/* I'm looking at you. /ə/

* one-syllable word at end of sentence

Who is the gift for? /ɔ/* It's for Victor. /ə/ /ə/

Ask that man. /æ/** The one that just left. /ə/ /ə/**

I wish that you would ask him. /ə/**

** "that" as adjective never takes / /, only when it is a conjunction or or relative pronoun.

*** end of lesson***